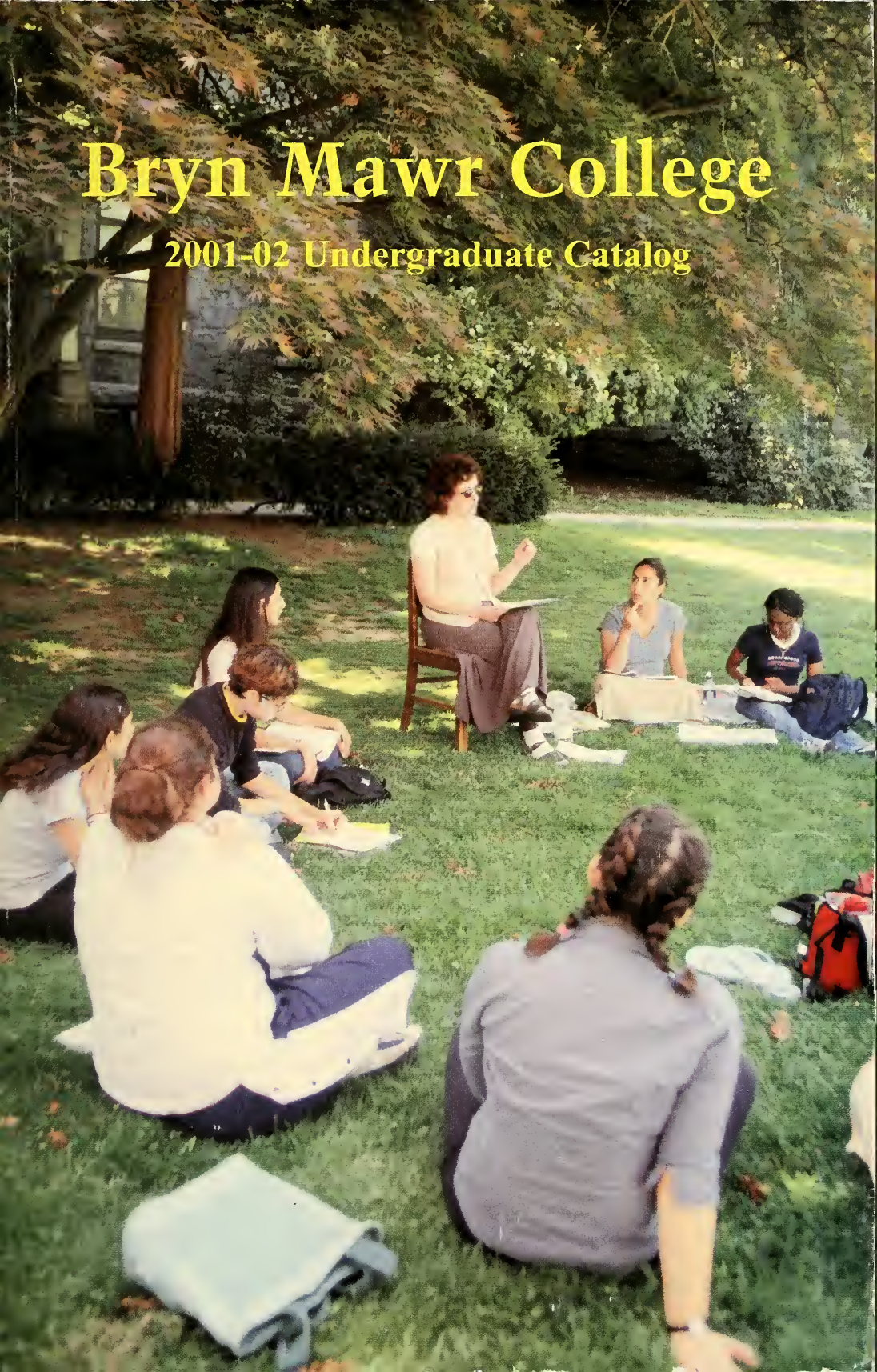


# Bryn Mawr College

2001-02 Undergraduate Catalog



**Bryn Mawr College Catalog and Calendar, USPS 947720.**

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**BRYN MAWR COLLEGE**

**2001-02 Catalog**

**Volume 94, Number 1  
September 2001**

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# Academic Calendars

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## 2001-02

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### 2001

#### First Semester

September 3	Classes begin
October 12	Fall vacation begins after last class
October 22	Fall vacation ends at 8 a.m.
November 21	Thanksgiving vacation begins after last class
November 26	Thanksgiving vacation ends at 8 a.m.
December 14	Last day of classes
December 15-16	Review period
December 17-22	Examination period

### 2002

#### Second Semester

January 21	Classes begin
March 8	Spring vacation begins after last class
March 18	Spring vacation ends at 8 a.m.
May 3	Last day of classes
May 4-5	Review period
May 6-17	Examination period
May 19	Commencement

## 2002-03

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### 2002

#### First Semester

September 2	Classes begin
October 11	Fall vacation begins after last class
October 21	Fall vacation ends at 8 a.m.
November 27	Thanksgiving vacation begins after last class
December 2	Thanksgiving vacation ends at 8 a.m.
December 13	Last day of classes
December 14-15	Review period
December 16-21	Examination period

### 2003

#### Second Semester

January 20	Classes begin
March 7	Spring vacation begins after last class
March 17	Spring vacation ends at 8 a.m.
May 2	Last day of classes
May 3-4	Review period
May 5-16	Examination period
May 18	Commencement

# Inquiries and Visits

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Visitors to the College are welcome and, when the College is in session, student guides are available to show visitors the campus. Appointments for interviews and for campus tours should be made in advance by writing to the Office of Admissions or by telephoning (610) 526-5152. The Office of Admissions is open Monday through Friday from 9 a.m. until 5 p.m. and, from September to January, on Saturdays from 9 a.m. until 1 p.m.

## Correspondence

Bryn Mawr College  
101 N. Merion Avenue, Bryn Mawr, PA 19010-2899  
Telephone (610) 526-5000  
<http://www.brynmawr.edu>

*Correspondence about the following subjects should be addressed to:*

### **The Dean of the Undergraduate College**

*Academic work, personal welfare and health of the students*

### **The Director of Admissions**

*Admission to the undergraduate college and entrance scholarships*

### **The Dean of the Graduate School of Arts and Sciences**

*Admission and graduate scholarships*

### **The Dean of the Graduate School of Social Work and Social Research**

*Admission and graduate scholarships*

### **Student Life Offices**

*Residence halls, the Campus Center, International Studies adviser and student activities*

### **The Comptroller**

*Payment of bills*

### **The Director of Financial Aid**

*Financial aid and student employment*

### **The Alumnae Association**

*Alumnae loan funds*





## ABOUT THE COLLEGE

# About the College

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## Knowledge as Preparation for Life and Work

### The Mission of Bryn Mawr College

The mission of Bryn Mawr College is to provide a rigorous education and to encourage the pursuit of knowledge as preparation for life and work. Bryn Mawr teaches and values critical, creative and independent habits of thought and expression in an undergraduate liberal arts curriculum for women and in co-educational graduate programs in the arts and sciences and in social work and social research. Bryn Mawr seeks to sustain a community diverse in nature and democratic in practice, for we believe that only through considering many perspectives do we gain a deeper understanding of each other and the world.

## Close Working Relationships Between Faculty and Students

Since its founding in 1885, the College has maintained its character as a small residential community that fosters close working relationships between faculty and students. The faculty of teacher/scholars emphasizes learning through conversation and collaboration, primary reading, original research and experimentation. Our cooperative relationship with Haverford College enlarges the academic opportunities for students and their social community. Our active ties to Swarthmore College and the University of Pennsylvania as well as the proximity of the city of Philadelphia further extend the opportunities available at Bryn Mawr.

## A Self-Governing Society within the College

Living and working together in a community based on mutual respect, personal integrity and the standards of a social and academic Honor Code, each generation of students experiments with creating and sustaining a self-governing society within the College. The academic and cocurricular experiences fostered by Bryn Mawr, both on campus and in the College's wider setting, encourage students to be responsible citizens who provide service and leadership for an increasingly interdependent world.

### The History of Bryn Mawr College

When Bryn Mawr College opened its doors in 1885, it offered women a more ambitious academic program than any previously available to them in the United States. Other women's colleges existed, but Bryn Mawr was the first to offer graduate education through the Ph.D. — a signal that its founders refused to accept the limitations imposed on women's intellectual achievement at other institutions.

## Joseph W. Taylor

The founding of Bryn Mawr carried out the will of Joseph W. Taylor, a wealthy Quaker physician who wanted to establish a college "for the advanced education of females." Taylor originally envisioned an institution that would inculcate in its students the

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beliefs of the Society of Friends (popularly known as Quakers), but by 1893 his trustees had broadened the College's mission by deciding that Bryn Mawr would be nondenominational. Bryn Mawr's first administrators had determined that excellence in scholarship was a more important consideration than religious faith in appointing the faculty, although the College remained committed to Quaker values such as freedom of conscience.

The College's mission was to offer women rigorous intellectual training and the chance to do original research, a European-style program that was then available only at a few elite institutions for men. That was a formidable challenge, especially in light of the resistance of society at large, at the end of the 19th century, to the notion that women could be the intellectual peers of men.

Fortunately, at its inception, the College was adopted as a moral cause and a life's work by a woman of immense tenacity, M. Carey Thomas. Thomas, Bryn Mawr's first dean and second president, had been so intent upon undertaking advanced study that when American universities denied her the opportunity to enter a Ph.D. program on an equal footing with male students, she went to Europe to pursue her degree.

When Thomas learned of the plans to establish a college for women just outside Philadelphia, she brought to the project the same determination she had applied to her own quest for higher education. Thomas' ambition — for herself and for all women of intellect and imagination — was the engine that drove Bryn Mawr to achievement after achievement.

The College established undergraduate and graduate programs that were widely viewed as models of academic excellence in both the humanities and the sciences, programs that elevated standards for higher education nationwide. Under the leadership of Thomas and James E. Rhoads, who served the College as president from 1885 to 1894, Bryn Mawr repeatedly broke new ground. It was, for example, the first institution in the United States to offer women fellowships for graduate study; its self-government association, the first in the country at its founding in 1892, was unique in the United States in granting to students the right not only to enforce but to make all of the rules governing their conduct; its faculty, alumnae and students engaged in research that expanded human knowledge.

In 1912, the bequest of an alumna founded the Graduate Department of Social Economy and Social Research, which made Bryn Mawr the first institution in the nation to offer a Ph.D. in social work. In 1970, the department became the Graduate School of Social Work and Social Research. In 1921, Bryn Mawr intensi-

**M. Carey  
Thomas**

**Graduate  
School of Arts  
and Sciences**

**James E.  
Rhoads**

**Graduate  
School of Social  
Work and  
Social Research**

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fied its engagement with the world around it by opening its Summer School for Women Workers in Industry, which offered scholarships for broad-based programs in political economy, science and literature to factory workers until 1938.

**Marion  
Edwards Park**

During the presidency of Marion Edwards Park, from 1922 to 1942, the College began to work toward cooperative programs with nearby institutions — Haverford College, Swarthmore College and the University of Pennsylvania — that would later greatly expand the academic and social range of Bryn Mawr students. In 1931 Bryn Mawr's graduate school began to accept male students. During the decades of the Nazi rise to power in Europe and World War II, Bryn Mawr became home to many distinguished European scholars who were refugees from Nazi persecution.

**Katharine  
Elizabeth  
McBride**

From 1942 to 1970 Katharine Elizabeth McBride presided over the College in a time of change and growth. During McBride's tenure, the College twice faced challenges to its Quaker heritage of free inquiry and freedom of conscience. During the McCarthy era, Congress required students applying for loans to sign a loyalty oath to the United States and an affidavit regarding membership in the Communist party. Later, at the height of student protest against the Vietnam War, institutions of higher education were required to report student protesters as a condition of eligibility for government scholarship support.

On both occasions, Bryn Mawr emerged as a leader among colleges and universities in protecting its students' rights. It was the first college to decline aid under the McCarthy-era legislation and the only institution in Pennsylvania to decline aid rather than take on the role of informer during the Vietnam War. Bryn Mawr faculty and alumnae raised funds to replace much of the lost aid, and a court eventually found the Vietnam-era law unconstitutional and ordered restitution of the scholarship funds.

During the 1960s, Bryn Mawr strengthened its ties to Haverford, Swarthmore and Penn when it initiated mutual cross-registration for all undergraduate courses. In 1969, it augmented its special relationship with Haverford by establishing a residential exchange program that opened certain dormitories at each college to students of the other college.

**Harris L.  
Wofford**

During the presidency of Harris L. Wofford, from 1970 to 1978, Bryn Mawr intensified its already-strong commitment to international scholarship. Wofford worked hard to involve alumnae overseas in recruiting students and raising money for their support and for the support of Bryn Mawr's extensive overseas programs. Wofford, who later became a U.S. senator, also initiated closer



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oversight of the College's financial investments and their ramifications in the world.

Mary Patterson McPherson led the College from 1978 to 1997, a period of tremendous growth in number and diversity of students — now over 1,200 undergraduates, nearly a quarter of whom are women of color. During McPherson's tenure in office, Bryn Mawr undertook a thorough re-examination of the women-only status of its undergraduate college and concluded that providing the benefits of single-sex education for women — in cultivating leadership, self-confidence and academic excellence — remained essential to the College's mission. McPherson, a philosopher, now directs the Andrew W. Mellon Foundation's program for liberal arts colleges.

**Mary Patterson  
McPherson**

Nancy J. Vickers, Bryn Mawr's current president, is an acclaimed French and Italian Renaissance scholar who has examined the transformation of lyric from the sonnets of Petrarch to music videos. A powerful advocate for liberal education and the education of women, Vickers has led the College community to a clear understanding of its priorities and the challenges it faces in the next century. An extended series of consultations with faculty, students and alumnae contributed to the Plan for a New Century Vickers presented to the College's Board of Trustees. The Plan was adopted in March 2000. Among the Plan's initiatives is the creation of the Centers for 21st Century Inquiry, a group of four interrelated interdisciplinary centers that foster innovation in both the College's curriculum and its relationship to the world around it.

**Nancy J.  
Vickers**

## **The College as Community**

Believing that a small college provides the most favorable opportunity for students to participate in their own education, Bryn Mawr limits the number of undergraduates. While the class of 2004 is the largest in Bryn Mawr's 116-year history, it is still just 380 undergraduate women. Bryn Mawr's comparatively small size allows its students and faculty to work closely together and to know each other well as individuals. With a student-to-faculty ratio of nine to one, Bryn Mawr undergraduates enjoy the increasingly rare privilege of a mentor-apprentice model of learning and scholarship.

**A SMALL  
WOMEN'S  
COLLEGE**

In addition to being a renowned college for women, Bryn Mawr has two excellent coeducational graduate schools — the Graduate School of Arts and Sciences, and the Graduate School of Social Work and Social Research. The presence of the graduate schools contributes significantly to the strengths of the undergraduate program and the richness of the undergraduate experience. For example, the graduate schools ensure the high quality of Bryn

**Coeducational  
Graduate  
Schools**

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Mawr's libraries and archives, whose collections achieve a breadth and depth not typical of the average college. They similarly enhance the College's laboratory, computer and digital-media capabilities. Qualified undergraduates may enroll in graduate seminars, participate in advanced research projects in the natural and social sciences, and benefit from the insights and advice of their graduate-student colleagues.

**EXTENSIVE  
COEDUCATIONAL  
OPPORTUNITIES**

**Haverford,  
Swarthmore,  
Penn and  
Villanova**

While retaining all the benefits of a small residential women's college, Bryn Mawr substantially augments its resources and coeducational opportunities by cooperation at the undergraduate level with Haverford College, Swarthmore College and the University of Pennsylvania. This cooperative arrangement coordinates the facilities of the four institutions while preserving the individual qualities and autonomy of each. Students may take courses at the other colleges, with credit and without additional fees. Students at Bryn Mawr and Haverford may also major at either college. Bryn Mawr also has a limited exchange program with Villanova University.

The cooperative relationship between Bryn Mawr and Haverford is particularly close because the colleges are only about a mile apart, and naturally, this relationship extends beyond the classroom. Collections in the two colleges' libraries are cross-listed, and the libraries are open to students from either college. Student organizations on the two campuses work closely together in matters concerned with student government and in a whole range of academic, athletic, cultural and social activities. Both Bryn Mawr and Haverford offer bi-college residence halls, so students may choose to live in either coeducational halls or in women-only halls at Bryn Mawr.

**RICHLY  
CREATIVE  
CULTURE**

Bryn Mawr itself sponsors a broad cultural program that supplements the curriculum and enriches its community life. Various lectureships bring scholars and other leaders in world affairs to the campus not only for public lectures but also for classes and conferences with the students. The Arts Program at Bryn Mawr supports and coordinates the arts curriculum and a variety of extracurricular activities in creative writing, dance, fine arts, music and theater. A regular schedule of concerts and productions is directed by the arts faculty at Bryn Mawr and Haverford Colleges, together with performances by The Theater Company, Dance Club and other student-run groups. These activities are complemented and enhanced by an extensive program

of readings, exhibitions, performances and workshops given by visiting artists.

Student organizations have complete responsibility for the many aspects of student activity, and student representatives join members of the faculty and administration in making and carrying out plans for the College community as a whole. Bryn Mawr's Student Self-Government Association, the nation's oldest student self-government organization, provides a framework in which individuals and smaller groups function. The Association both legislates and mediates matters of social and personal conduct.

Through their Self-Government Association, students share with faculty the responsibility for the Academic Honor System. One of the most active branches of the Association is the Student Curriculum Committee, which, with the Faculty Curriculum Committee, originally worked out the College's system of self-scheduled examinations. The joint Student-Faculty Committee meets regularly to discuss curricular issues and to approve new courses and programs.

The Self-Government Association also coordinates the activities of many special-interest clubs, open to all students; it serves as the liaison between students and College officers, faculty and alumnae. The Athletic Association also provides opportunities for a variety of activities, including intramural and varsity contests. Both the Bryn Mawr *College News* and Bryn Mawr-Haverford *BiCo* Haverford welcome the participation of students interested in reporting and editing.

Students participate actively on many of the most important academic and administrative committees of the College, as they do on the Curriculum Committee. Undergraduates elect four rising seniors to serve with members of the faculty on the College Admissions Committee. Along with alumnae and faculty, three students participate in the policy discussions of the Undergraduate Scholarship Committee. Two undergraduates meet with the Board of Trustees, present regular reports to the full board and work with the board's committees. Two undergraduates are also elected to attend meetings of the faculty. At the meetings of both the board and the faculty, student members may join in discussion but do not vote.

Bryn Mawr's undergraduate enrollment and curriculum are dedicated to a respect for and understanding of cultural and social diversity. As a reflection of this dedication to diversity, Bryn Mawr's student body is composed of people from all parts of the

**STUDENT  
INDEPENDENCE  
AND SELF-  
GOVERNMENT**

**Self-Government  
Association**

**Student  
Curriculum  
Committee**

**Other Key  
Academic and  
Administrative  
Committees**

**INTERNATIONAL  
CULTURAL  
DIVERSITY**

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**Student  
Cultural  
Groups and  
Organizations**

United States, from many nations around the world, and from all sectors of society, with a special concern for the inclusion of historically disadvantaged minorities in America.

The International Students Association, representing more than 170 undergraduate and graduate students at the College from 59 countries, enriches the life of Bryn Mawr through social and cultural events. The Sisterhood works to address the concerns of African-American students, to foster their equal participation in all aspects of College life, and to support Perry House, the African-American cultural center, which sponsors cultural programs open to the College community and provides residence space for a few students.

Other student organizations include the Asian Students Association, BACASO (Bryn Mawr African and Caribbean-African Student Organization), Barkada (Philippina students), Mujeres (Latina students), Rainbow Alliance (lesbian, bisexual and transgendered students), and South Asian Women. These groups provide forums for members to address their common concerns and a basis from which they participate in other activities of the College.

A coalition of these cultural groups meets biweekly with the director of the Office for Institutional Diversity and a group of cultural advisers. This coalition enables students of color to work together to develop a coordinated plan to increase the number of students and faculty of color and to develop curricular offerings and extracurricular programs dealing with United States minority groups and with non-Western peoples and cultures.

**SERVICE TO THE  
COMMUNITY**

Students who wish to volunteer their services outside the College find many opportunities to do so through Bryn Mawr's Community Service Office. The office supports numerous community-service and activist groups and projects by offering transportation reimbursement for off-campus volunteers, mini-grants for individuals and groups planning service activities, a database of internship and volunteer opportunities, and other resources for student volunteers. Through their interest and participation in these many aspects of the College community, students exemplify the concern of Bryn Mawr's founders for intellectual development in a context of social commitment.



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## Academic Opportunities

The College Seminars are discussion-oriented, reading- and writing-intensive courses for first- and second-year students. Topics vary from year to year, but all seminars are designed and taught by faculty from several different fields and are intended to engage broad, fundamental issues and questions. These courses have a predisciplinary rather than an interdisciplinary intent: their aim is to revisit and revitalize questions that tend to be taken as settled by existing disciplines. Course materials include books and essays but also films, material objects, social practices, scientific observations and experiments.

All students are required to take a College Seminar 1 during the first semester of their first year, and a College Seminar 2 at some point during the next three semesters. For College Seminars offered in recent years, see pages 79-80.

The Praxis Program is an experiential learning curriculum. The program provides consistent, equitable guidelines along with curricular coherence and support to students and faculty who wish to combine coursework with experiential and research-related field placements. The three designated types of Praxis courses — departmental courses, interdepartmental seminars and independent studies — are described on pages 81-82 and at <http://www.brynmawr.edu/praxis>.

Praxis courses on all levels are distinguished by the integration of practical and theoretical study. The Praxis Program is founded on the principle that fieldwork in isolation is not an academic experience. Rather, it is the successful integration of practice with theory that makes the Praxis experience academic.

Fieldwork functions as a living textbook while a dynamic process of reflection incorporates lessons learned in the field into the classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community. The Praxis Office has information on a wide range of resources that encourage critical thinking, evaluation, analysis, problem-solving, study and reasoning.

The role of the Praxis Office is to identify, establish, supervise and support field placements for Praxis courses. Faculty members retain ultimate responsibility and control over the components of the Praxis Program that make it distinctly academic: course reading and discussion, rigorous process and reflection, and formal presentation and evaluation of student progress.

### COLLEGE SEMINARS

### PRAXIS PROGRAM

### Integrating Practical and Theoretical Study

### Fieldwork as a Living Textbook

### Praxis Office

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**CENTERS FOR  
21ST CENTURY  
INQUIRY**

Bryn Mawr's new interdisciplinary centers encourage innovation and collaboration in research, teaching and learning. Conceived as part of the College's Plan for a New Century, the four interrelated centers are designed to bring together scholars from various fields to examine diverse ways of thinking about areas of common interest, creating a stage for constant academic renewal and transformation.

Flexible and inclusive, the centers help ensure that the College's curriculum can adapt to changing circumstances and evolving methods and fields of study. Through research and internship programs, fellowships and public discussions, they foster links among scholars in different fields, between the College and the world around it, and between theoretical and practical learning.

**Center for  
Ethnicities,  
Communities  
and Social  
Policy**

The Center for Ethnicities, Communities and Social Policy is devoted to the interdisciplinary study of diverse communities and the examination of social-policy questions in the North American context. The Center sponsors research by faculty and students, hosts visiting scholars, and provides a forum for public discussion of issues significant to academics, policymakers and the broader community.

**Center for  
Science in  
Society**

The Center for Science in Society was founded to facilitate the broad conversations, involving scientists and non-scientists as well as academics and non-academics, that are essential to continuing explorations of the natural world and humanity's place in it. Through research programs, fellowships and public discussions, the Center supports innovative, interdisciplinary approaches to education in the sciences, novel intellectual and practical collaborations, and continuing inquiry into the interdependent relationships among science, technology and other aspects of human culture.

**Center for  
Visual Culture**

The Center for Visual Culture is dedicated to the study of visual forms and experience of all kinds, from ancient artifacts to contemporary films and computer-generated images. It serves as a forum for explorations of the visual aspect of the natural world as well as the diverse objects and processes of visual invention and interpretation around the world.

**Center for  
International  
Studies**

The Center for International Studies brings together scholars from various fields to define global issues and confront them in their appropriate social, scientific, cultural and linguistic contexts. The Center supports collaborative, cross-disciplinary research and prepares students for life and work in the highly interdependent world and global economy of the 21st century.

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# Curricular Options

A major subject must be chosen at the end of sophomore year. With the guidance of the departmental advisor, students plan an appropriate sequence of at least 10 major courses. A student with unusual interest or preparation in several areas may consider an independent major, a double major, a major with a strong minor or a concentration involving work in several departments built around one major as a core.

The following is a list of major subjects.

## MAJORS

Anthropology	Growth and Structure of
Astronomy (Haverford College)	Cities
Biology	History
Chemistry	History of Art
Classical and Near Eastern	Italian
Archaeology	Mathematics
Classical Languages	Music (Haverford College)
Comparative Literature	Philosophy
East Asian Studies	Physics
Economics	Political Science
English	Psychology
Fine Arts	Religion (Haverford College)
French and French Studies	Romance Languages
Geology	Russian
German and German Studies	Sociology
Greek, Latin and	Spanish
Classical Studies	

The following is a list of recent independent majors. For more information on the Independent Major Program, see pages 65-66.

## INDEPENDENT MAJORS

American Studies	Folklore
Chinese Anthropology	International Relations
Computer Science	Linguistics
Creative Writing	Medieval Studies
Dance	Theater
Feminist and Gender Studies	

The minor, which is not usually required for the degree, typically consists of six courses, with specific requirements determined by the department. The following is a list of subjects in which students may elect to minor. Interdepartmental minors appear in italics.

## MINORS

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<i>Africana Studies</i>	German and German Studies
Anthropology	Greek, Latin and
Biology	Classical Studies
Chemistry	<i>Hebrew and Judaic Studies</i>
Classical and Near Eastern	History
Archaeology	History of Art
Comparative Literature	Italian
<i>Computer Science</i>	Mathematics
<i>Creative Writing</i>	Music
<i>Dance</i>	Philosophy
Economics	Physics
<i>Education</i>	Political Science
English	Psychology
Fine Arts	Russian
French and French Studies	Sociology
Geology	Spanish
Growth and Structure of	<i>Theater Studies</i>
Cities	

**CONCENTRATION** The concentration is a cluster of classes within the major department or from several departments outside the major that helps focus a student's work on a specific area of interest:

- Creative Writing (with an English major)
- East Asian Studies
- Environmental Studies (in an anthropology, biology or geology major)
- Feminist and Gender Studies
- Hispanic and Hispanic-American Studies
- International Economic Relations
- Neural and Behavioral Sciences (with a biology or psychology major)
- Peace and Conflict Studies

**COMBINED  
A.B./M.A.  
DEGREE  
PROGRAMS**

Bryn Mawr students who are exceptionally qualified may, while undergraduates, undertake graduate work leading to the M.A. degree in those departments with graduate programs. Students interested in pursuing a combined A.B./M.A. degree should file individual plans of study at the end of the sophomore year for approval by the department chair, the dean of the Undergraduate College, the Undergraduate Curriculum Committee, the dean of the Graduate School of Arts and Sciences and the Graduate Council.



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The College has negotiated arrangements with the University of Pennsylvania whereby a student interested in engineering and recommended by Bryn Mawr may, after completing three years of work at the College, transfer into the third year of one of the engineering schools at Penn to complete two full years of work there. At the end of five years she is awarded a Bachelor of Arts degree by Bryn Mawr and a Bachelor of Science degree by Penn. Programs are available in many areas of specialization, including aeronautical, biomedical, chemical, civil, computer science, materials science, mechanical and systems engineering.

In her three years at Bryn Mawr the student must complete the College Seminars, quantitative, foreign-language and divisional requirements, as well as a prescribed science program and the basis for a Bryn Mawr major. (Students completing one of these programs have had majors at Bryn Mawr in biology, chemistry, mathematics or physics.) Students do not register for this program in advance; rather, they complete a course of study that qualifies them for recommendation by the College for application in the spring semester of their third year at the College. Prerequisites for recommendation include completion of courses required by the engineering program and by Bryn Mawr. Approval of the student's major department is necessary for the transfer of credit from the engineering program to complete the major requirements at Bryn Mawr.

Students considering this option should consult Dean Erika R. Behrend and the major adviser of the Department of Physics at the time of registration for Semester I of the freshman year. Interested students are encouraged to write to the physics adviser prior to their arrival at the College because careful planning of course enrollments is needed to meet both the College's graduation requirements and the engineering prerequisites. Students should consult with the physics adviser each semester to ensure that all requirements are being completed on a satisfactory schedule.

This arrangement with the Department of City and Regional Planning at the University of Pennsylvania allows a student to earn an A.B. degree with a major in the Growth and Structure of Cities at Bryn Mawr and a degree of Master of City Planning at the University of Pennsylvania in five years. While at Bryn Mawr the student must complete the College Seminars, quantitative, foreign-language and divisional requirements and the basis of a major in Growth and Structure of Cities. The student applies to the Master of City Planning program at Penn in her sophomore or junior year.

### **3-2 PROGRAM IN ENGINEERING AND APPLIED SCIENCE**

### **3-2 PROGRAM IN CITY AND REGIONAL PLANNING**

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No courses taken prior to official acceptance into the Master of City Planning program may be counted toward the master's degree, and no more than eight courses may be double-counted toward both the A.B. and the M.C.P. after acceptance. For further information students should consult Gary McDonogh, director of the Growth and Structure of Cities Program, early in their sophomore year.

## SUMMER LANGUAGE PROGRAMS

### France

Summer language programs offer students the opportunity to spend short periods of time conducting research, studying a language and getting to know another part of the world well.

Bryn Mawr offers a six-week summer program in Avignon, France. This total-immersion program is designed for undergraduate and graduate students with a serious interest in French language, literature and culture. The faculty of the *Institut* is composed of professors teaching in colleges and universities in the United States and Europe. Classes are held at the Palais du Roure; the facilities of the Médiathèque Ceccano as well as the Université d'Avignon library are available to the group. Students are encouraged to live with French families or "foyers." A certain number of independent studios are also available.

Applicants for admission must have strong academic records and have completed a course in French at a third-year college level or the equivalent. For detailed information concerning admission, curriculum, fees, academic credit and scholarships, students should consult Professor Brigitte Mahuzier of the Department of French.

### Italy

Bryn Mawr, in conjunction with the University of Pennsylvania, offers a summer program of intensive study in Florence. Focusing on Italian language, culture, art and literature, the coeducational program is open to students from Bryn Mawr and other colleges and universities. Courses carry full, transferable credit and are taught by professors from institutions in both the United States and Europe. Applicants must have a solid academic background and a serious interest in Italian culture, but need not have previous course work in Italian; introductory classes are offered. Students can make their own travel and housing arrangements, though most choose to travel to Italy with the group and stay at a hotel conveniently located in the center of Florence. Information about these accommodations is available through the program. Some need-based financial aid is available. For information, contact Professor Nicholas Patruno in the Department of Italian.

### Russia

The College also participates in summer programs with the American Council of Teachers of Russian (A.C.T.R.) in Moscow, St. Petersburg and other sites in Russia. For further information

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about the A.C.T.R. programs, students should consult the Department of Russian.

A qualified student who has the approval of her major department and her dean may apply for permission to study in a foreign country for a semester or a year. The College has approved approximately 50 programs in colleges and universities in other countries. Applicants must have strong academic records and must give evidence of competence in the language of the country where they plan to study. At least two years of study at the college level are necessary to provide adequate language preparation for study in non-English speaking countries.

All students who are considering study abroad in the junior year should consult Li-Chen Chin, assistant dean and director of international programs, at the beginning of the sophomore year about the procedure, and confer with their deans and major departments to make sure their intended studies abroad are coordinated with the plan for the major subject and the completion of requirements.

Students who study abroad include majors across the humanities, the social sciences, and the life and physical sciences. In recent years, students have studied in Argentina, Australia, Canada, Chile, China, Costa Rica, Egypt, France, Germany, Greece, Hungary, India, Ireland, Israel, Italy, Japan, Kenya, Mexico, Russia, Senegal, Spain, Taiwan, Thailand, Turkey, the United Kingdom and Zimbabwe.

Students who study abroad for the semester or the year pay the home tuition and, for programs that include food and housing, room and board fees to Bryn Mawr. The College, in turn, pays the program fees directly to the institution abroad and provides the student with a travel allowance to and from the program. Students who are eligible for financial aid at Bryn Mawr may apply for aid for the period in which they are studying abroad on an approved program. While there is a limit to the aid available to fund study abroad, it is expected that the needs of most eligible students will be covered. If it is not possible to aid all students who wish to go, priority is given to those whose academic programs are most enhanced by study abroad. A committee consisting of faculty members and the study abroad adviser determines the preference ranking for the aid.

## STUDY ABROAD IN THE JUNIOR YEAR

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**PREPARATION  
FOR CAREERS  
IN  
ARCHITECTURE**

Although Bryn Mawr offers no formal degree in architecture or a set preprofessional path, students who wish to pursue architecture as a career may prepare for graduate study in the United States and abroad through courses offered in the Growth and Structure of Cities Program (see page 201). Students interested in architecture and urban design should pursue the studio courses (226, 228) in addition to regular introductory courses. They should also select appropriate electives in architectural history and urban design (including classes in classical and Near Eastern archaeology, East Asian studies and history of art) to gain a broad exposure to architecture over time as well as across cultural traditions. Affiliated courses in physics and calculus meet requirements of graduate programs in architecture; these may also be planned to incorporate design projects. These students should consult as early as possible with Daniela Voith and Carola Hein in the Growth and Structure of Cities Program.

**PREPARATION  
FOR CAREERS  
IN THE HEALTH  
PROFESSIONS**

The Bryn Mawr curriculum offers courses that meet the requirements for admission to professional schools in medicine, dentistry, veterinary medicine and public health. Each year a significant number of Bryn Mawr graduates enroll in these schools. The minimal requirements for most medical and dental schools are met by one year of English, one year of biology, one year of general chemistry, one year of organic chemistry and one year of physics. Schools of veterinary medicine usually require upper-level coursework in biology. Students considering careers in one of the health professions are encouraged to discuss their plans with the undergraduate health professions adviser in Canwyll House. The Office of Health Professions Advising publishes the "Guide for First- and Second-Year Students Interested in the Health Professions." This handbook is available at the meeting for first-year students during Customs Week and at the Office of Health Professions Advising in Canwyll House.

**Postbaccalaureate  
Premedical  
Program**

Bryn Mawr offers a Postbaccalaureate Premedical Program to graduates of Bryn Mawr and other four-year accredited institutions through Bryn Mawr's Special Academic Programs. For further information, see page 52 or visit the program's Web site at [www.brynmawr.edu/postbac](http://www.brynmawr.edu/postbac).

**PREPARATION  
FOR CAREERS  
IN LAW AND  
BUSINESS**

There is no prescribed program of courses required for admission to law or business school; a student with a strong record in any field can compete successfully for admission. Students considering careers in law should consult Dean Charles Heyduk, the College's



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pre-law adviser. Students interested in further education in business and in careers in business should consult the Career Development Office.

Students majoring in liberal arts fields that are taught in secondary school may, by appropriate planning early in their undergraduate career, prepare themselves to teach in the public junior and senior high schools of Pennsylvania. By reciprocal arrangement, the Pennsylvania certificate is accepted by a number of other states. A student who wishes to teach should consult her dean, the Education Program adviser and the chair of the department concerned early in her college career so that she may make appropriate curricular plans. For further information, see the Education Program, page 147.

Bryn Mawr students are eligible to participate in the Air Force Reserve Officer Training Corps (AFROTC) through a cross-enrollment agreement with St. Joseph's University. All AFROTC aerospace studies courses are held on the St. Joseph's campus. This program enables a Bryn Mawr student to earn a commission as an Air Force officer while concurrently satisfying her baccalaureate degree requirements.

The AFROTC program of aerospace studies at St. Joseph's University offers both two-year and four-year curricula leading to a commission as a second lieutenant in the Air Force. In the four-year curriculum, a student takes the General Military Course during the freshman and sophomore years, attends a four-week summer training program, and then takes the Professional Officer Course (POC) in the junior and senior years. The student is under no contractual obligation to the Air Force until entering the POC or accepting an Air Force scholarship. In the two-year curriculum, the student attends a five-week summer training program and then enters the POC in the junior year.

The subject matter of the freshman and sophomore year is developed from a historical perspective and focuses on the scope, structure and history of military power with an emphasis on the development of air power. During the junior and senior years, the curriculum concentrates on the concepts and practices of leadership and management, and the role of national security forces in contemporary American society.

In addition to the academic portion of the curriculum, each student participates in a two-hour Leadership Laboratory each week. During this period the day-to-day skills and working environment of the Air Force are discussed and explained. The

## **TEACHING CERTIFICATION**

## **ROTC — RESERVE OFFICER TRAINING CORPS**

## **Aerospace Studies at St. Joseph's University**



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Leadership Lab uses a student organization designed for the practice of leadership and management techniques.

The AFROTC program offers two-, two-and-a-half, three-, and three-and-a-half-year scholarships on a competitive basis to qualified applicants. All scholarships cover tuition, lab fees, a flat-rate allowance for books and a tax-free monthly stipend. All members of the POC, regardless of scholarship status, receive the tax-free monthly stipend plus additional support for those not on scholarship.

Degree credit allowed toward the Bryn Mawr A.B. for AFROTC courses is determined on an individual basis. For further information about the AFROTC cross-enrollment program, scholarships and career opportunities, contact the Professor of Aerospace Studies, AFROTC Det. 750, St. Joseph's University, 5600 City Avenue, Philadelphia, PA 19131, (215) 871-8324. Interested students should also consult their deans.

## College Resources and Facilities

### LIBRARIES

Canaday,  
Carpenter,  
Thomas and  
Collier

The Mariam Coffin Canaday Library is the center of Bryn Mawr's library system. Opened in 1970, it houses the focus of the College's collection in the humanities and the social sciences. The award-winning Rhys Carpenter Library, opened in 1997, is located in the M. Carey Thomas Library Building and houses the collections in Archaeology, History of Art, and Growth and Structure of Cities. The Lois and Reginald Collier Science Library was dedicated in 1993 and brings together the collections for Mathematics and the sciences. The library collections of Haverford and Swarthmore Colleges, which complement and augment those of Bryn Mawr, are readily accessible to students.

### Tripod – Online Catalog Access

Tripod, the online public access catalog, was installed in 1991 and provides online information about all the materials in the Bryn Mawr, Haverford and Swarthmore College collections. Bryn Mawr students have borrowing privileges at Haverford and Swarthmore and have the option of requesting that material be transferred from either of the other two campuses for pickup or use at Bryn Mawr. Both a Telnet and Web version of the Tripod catalog are available, providing online information on one million-plus titles in the tri-college collection. Through the Library's homepage, students may connect to Tripod as well as a growing number of research databases and other useful information about library services and resources on the Web.

Bryn Mawr libraries operate on an open-stack system, allowing students access to a campus collection composed of more than one

million volumes, including books, documents, microform and multimedia material, and a tri-college collection of one million-plus titles. A series of information sheets, pamphlets and point-of-use guides are available for ready reference, and librarians are available to assist students in accessing extensive research materials in both traditional and electronic formats.

**More than one million volumes**

Bryn Mawr has an extraordinarily rich collection of rare books and manuscripts to support the research interests of students. The Goodhart/Gordan Collection of late Medieval and Renaissance texts includes one of the country's largest groups of books printed in the 15th century, as well as manuscript volumes and 16th-century printed books. Other strengths of the 45,000-volume book collection include accounts of European encounters with Asia, Africa and Latin America from the 16th to the 20th centuries; histories of London and Paris; and books by and about women from the 17th century to the present. Complementary to the rare books are collections of original letters, diaries and other unpublished documents. Bryn Mawr has important literary collections from the late 19th and 20th centuries, including papers of Christina Rossetti, Marianne Moore and the *New Yorker* editor Katherine Sergeant White. Other strengths are papers relating to the women's rights movement and the experiences of women, primarily Bryn Mawr graduates, working overseas in the late 19th and early 20th centuries. The College Archives contains the historical records of Bryn Mawr, including letters of students and faculty members, and an extensive photographic collection that documents the campus and student life.

**Special Collections**

Bryn Mawr is a member of the Pennsylvania Area Library Network/Union Library Catalog of Pennsylvania (PALINET/ULC), whose 590 members include the libraries of the University of Pennsylvania, Temple University, Villanova University, the American Philosophical Society, the Library Company of Philadelphia, the Historical Society of Pennsylvania, the Academy of Natural Sciences, the Free Library of Philadelphia, the College of Physicians of Philadelphia and the Rosenbach Museum. Through PALINET, Bryn Mawr participates in the OCLC database of more than 36 million titles cataloged by libraries throughout the world. Bryn Mawr also belongs to the Pennsylvania Academic Library Consortium, Inc. (PALCI), a statewide consortium of college and university libraries. Materials not owned by Bryn Mawr, Haverford or Swarthmore are available without charge through interlibrary loan.

**PALINET/ULC – a 590-member network of libraries**

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Additional information about Bryn Mawr's libraries and their services may be accessed on the Web through the library homepage at <http://www.brynmaur.edu/Library>.

## **LABORATORIES**

Teaching and research in the sciences and mathematics take place in laboratories and classrooms at four locations on campus. Work in biology, chemistry, geology, mathematics and physics is carried out in the Marion Edwards Park Science Center, which also houses the Lois and Reginald Collier Science Library. Work in computer science is conducted in Park Science Center and the computing center in Eugenia Chase Guild Hall; work in psychology is conducted in Dalton Hall, which houses the Psychology Library, and in West House.

### **Science and Computing Centers**

In the sciences, laboratory work is emphasized at all levels of the curriculum. The science departments have excellent facilities for laboratory teaching; in addition, they are particularly well equipped for research because they serve the educational needs of students working toward M.A. and Ph.D. degrees as well as students working toward the A.B. degree. As a consequence, advanced undergraduates are provided with opportunities to carry out research with sophisticated modern equipment, and they are able to do so with the intellectual companionship of graduate students as well as faculty members.

### **Laboratory Instruments**

Among the major laboratory instruments available at the College are a transmission electron microscope, a Zeiss universal microscope with Nomarski optics, an amino acid analyzer, a 300-MHz nuclear magnetic resonance (NMR) spectrometer, additional pulsed NMR equipment for studies of solids, a mass spectrometer, X-ray diffractometer, a wide variety of lasers, a Leitz total station for surveying, field and laboratory equipment for environmental geochemical research, including a clean bench, heating and freezing stages for microscopes, a cathode luminescence stage and instruments for various kinds of spectroscopy, including infrared, Raman, visible, ultraviolet, fluorescence, atomic absorption and DC plasma atomic emission. In addition, custom-designed equipment for special research projects is fabricated by expert instrument makers in the Instrument Shop in Park Science Center, and professional glassblowing services are available as needed.

### **Laboratory Computer Facilities**

Computer facilities in the sciences include laboratories with high-performance computing equipment, including SGI and SUN UNIX workstations. Teaching and research laboratories and classrooms have additional extensive computer resources for data

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analysis and instruction, including state-of-the-art video-projection systems.

Bryn Mawr houses several important collections of anthropological, archaeological, ethnographic, fine arts and social-sciences materials that serve as vital research resources for undergraduate and graduate students.

The W. S. Vaux Collection, an important collection made during the last half of the 19th century, has as its main emphasis the material culture of Native Americans. The Anne and George Vaux Collection represents a wide selection of Native American basketry from the Southwest, California and the Pacific Northwest. The extensive Ward Canaday Collection contains outstanding examples of ceramic and textile traditions from the northwest coast of Peru. The Mace and Helen Neufeld Collection of African and Oceanic Art is composed of sculpture, masks and personal adornments from West and Central Africa. Other comprehensive collections given by faculty and friends of the College represent the Old World Paleolithic and Neolithic, Paleo-Indian, Eastern Woodland, Southwestern and Middle Mississippian antiquities. These collections have been enlarged by osteological materials and casts of fossil hominids. There is also a small but growing collection of ethnomusical recordings, representing the music of native peoples in all parts of the world.

The Department of Anthropology also houses the Laboratory of Pre-Industrial Technology, which provides a variety of resources and instrumentation for the study of traditional technologies in the ancient and modern worlds. The anthropology laboratories are used by undergraduate and graduate students in other disciplines.

The Ella Riegel Memorial Study Collection of Classical Archaeology, housed on the third floor of the M. Carey Thomas Library, West Wing, contains a small study collection of Greek and Roman minor arts, especially vases, a selection of preclassical antiquities, and objects from Egypt and the ancient Near East. The collection was formed from private donations such as the Densmore Curtis Collection presented by Clarissa Dryden, the Elisabeth Washburn King Collection of classical Greek coins, and the Aline Abaecherli Boyce Collection of Roman Republican silver coins. The late Professor Hetty Goldman gave the Ella Riegel Memorial Study Collection an extensive series of pottery samples from the excavation at Tarsus in Cilicia. The objects in the collection are used for small research projects by undergraduate and graduate students.

**SPECIAL  
RESEARCH  
RESOURCES**

**Anthropological  
Collections**

**Laboratory of  
Pre-Industrial  
Technology**

**Archaeological  
Collections**



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**Fine Arts  
Collections**

The Fine Arts Collections, based in Thomas Library, include important holdings of prints, drawings, photographs, paintings and sculpture. Among the highlights are a core collection of master European prints; the Van Pelt Collection of European and American prints from the 16th to the 20th centuries; the Scott Memorial Study Collection of Works by Contemporary Women Artists; collections of Japanese woodblock prints; Chinese paintings and calligraphy; the Michaelis Collection of early photography; and collections of the works of women photographers.

**Geological  
Collections**

Because laboratory work in geology is based on observations in the field, the department conducts field trips in most of its courses and also has additional trips of general interest. To aid in the study of observations and samples brought back from the field, the department has excellent petrographic and analytical facilities, extensive reference and working mineral collections, including the George Vaux Jr. Collection and the Theodore D. Rand Collection of approximately 10,000 specimens each, and a fine fossil collection. As a repository for the United States Geological Survey, the map library contains 40,000 topographical maps.

**Social Science  
Statistical  
Laboratory**

The Department of Sociology helps maintain the Social Science Statistical Laboratory, which consists of computers and printers staffed by undergraduate user consultants. A library of data files is available for student and faculty research and instructional use. Data library resources include election and census studies, political and attitudinal polling data, historical materials on the city of Philadelphia, national and cross-national economic statistics, ethnographic data files for cross-cultural study, and a collection of materials relevant to the study of women. Access to other data is available through the College's membership in the Inter-University Consortium for Political and Social Research.

**Digital Media  
and Visual  
Resource  
Center**

The Rhys Carpenter Library houses the Digital Media and Visual Resource Center, which supports instruction by providing access to visual media and by facilitating the use of digital tools. The Center's main role is serving coursework — principally in History of Art, Classical and Near Eastern Archaeology, and the Growth and Structure of Cities Program — through a collection of 240,000 slides as well as study prints and digitized images. The Center also conducts workshops to assist faculty members in the use of new instructional technologies.



Goodhart Hall, which houses the Office of the Arts, is the College's main performance space for theater and dance. The theater has a proscenium stage with options for thrust and studio theater formats. There are also nontraditional spaces on campus for productions of an intimate and/or experimental nature. The College has two dance studios, one over Pembroke Arch, which also serves as a smaller performance space, and the other in Bern Schwartz Gymnasium.

While the M. Carey Thomas Library Great Hall provides a large space for concerts and readings, the Goodhart Music Room is used for ensemble rehearsals and intimate chamber music recitals. Students may reserve time in the five practice rooms in Goodhart, all of which are furnished with grand pianos.

Arnecliffe Studio houses the program in painting and printmaking, and there is an additional drawing studio in Rockefeller Hall. The Gallery, located in the lower level of the Mariam Coffin Canaday Library, provides an intimate space for shows and exhibits.

Creative writing classes, workshops and readings take place in English House and the M. Carey Thomas Library Great Hall.

The Marie Salant Neuberger Centennial Campus Center, a transformation of the historic gymnasium building on Merion Green, opened in 1985. As the center for non-academic life, the facility houses a café, lounge areas, meeting rooms, the College post office and the bookshop. The offices of Conferences and Events, the Ombudsperson, Student Life and the Self-Government Association are also located here. Students, faculty and staff use the campus center for informal meetings and discussion groups as well as for campus-wide social events and activities.

Eugenia Chase Guild Hall is the hub of Bryn Mawr's distributed computing network. Students have access to a high-speed Internet connection in all residence halls, public computing laboratories and networked classrooms. The campus network provides access to online courses and course materials, e-mail, shared software and Tripod, the online library catalog system shared by Bryn Mawr, Haverford and Swarthmore Colleges. Bryn Mawr students receive their own e-mail and Web accounts upon arrival.

Guild Hall houses the professional computing staff, a Help Desk for students, multimedia development stations and the largest public computing laboratory on campus with 12 Macintosh G4s and 44 Windows computers. Professional staff are available to students, faculty and staff for consultation and assistance with their

**FACILITIES FOR  
THE ARTS**

**Theater and  
Dance**

**Music**

**Art Galleries  
and Studios**

**Creative  
Writing**

**MARIE SALANT  
NEUBERGER  
CENTENNIAL  
CAMPUS  
CENTER**

**EUGENIA  
CHASE GUILD  
COMPUTING  
CENTER**

**Help Desk**

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computer work. The student Help Desk is staffed 114 hours per week by students. Students at the Help Desk provide assistance to students in the public laboratories and phone support to students in their residence halls. These student “ops” are trained to troubleshoot software, hardware and networking problems and to help students, faculty and staff use computer technology efficiently. They are also trained in multimedia courseware development, and they assist faculty with their multimedia projects. The multimedia development stations in Guild Hall are equipped with advanced software for digitizing and editing text, images, audio and video for the creation of interactive presentations and courseware.

**Campus  
Computing  
Laboratories**

Computing laboratories on campus are equipped as follows.

Canaday: eight Windows98 PCs.

Carpenter: five Mac G3s and five Windows 98 PCs.

Collier: two Mac G3s, two iMacs and seven Windows98 PCs.

Dalton: five Windows98 PCs.

Graduate School of Social Work and Social Research: eight Windows98 PCs.

Language Learning Center: 10 Mac G4s and nine Windows98 PCs.

**BERN  
SCHWARTZ  
GYMNASIUM**

Bern Schwartz Gymnasium is the center of the College’s Athletics and Physical Education Program. This 50,000-square-foot facility houses an eight-lane swimming pool; a new state-of-the-art wood floor for basketball, badminton and volleyball; and a fitness center that includes aerobic equipment, weight-training machines and a dance floor. This facility is augmented by two playing fields, a practice field and seven tennis courts.

**LANGUAGE  
LEARNING  
CENTER**

The Language Learning Center (LLC) provides the audio, video and computing services necessary to support the acquisition of foreign languages and cultures. The LLC contains 23 workstations equipped with cassette tape recorders, multi-standard VCRs and videodisc players; 20 computers, both PC and Mac; and monitors for viewing satellite news from around the world. Students and faculty have access to more than 2,400 audio cassettes and approximately 1,000 foreign language videos, videodiscs and CD ROMs. The LLC supports e-mail, word processing and Internet access in the languages taught at the College and has a variety of language-learning programs to assist in foreign-language learning. Multimedia development stations are available for faculty and supervised student use. A projection unit enables the lab to be used for demonstration purposes or class use.

## STUDENT LIFE

# Student Life

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## Student Services

### STUDENT ADVISING

The deans are responsible for the general welfare of undergraduates. Students are free to call upon the deans for help and advice on both academic and general matters. After students select their majors at the end of their sophomore year, they are assigned a faculty adviser in the major who helps them plan their academic program for the junior and senior years. In addition to deans, students may consult the director of residential life, the director of international advising, the director of the Office for Institutional Diversity, the director of financial aid, the director of career development and the coordinator of student activities. The Student Life staff and upperclass students known as hall advisers provide advice and assistance on questions concerning life in the residence halls. The College's medical director, consulting psychiatrist and several counselors are also available to all students through scheduled appointments or, in emergencies, through the nursing staff on duty 24 hours a day in the Health Center.

### Orientation for New Students

The College and the Bryn Mawr-Haverford Customs Week Committee provide orientation for first-year and transfer students. First-year students and transfers take residence before the College is opened to upperclass students. The deans, hall advisers and Customs Week Committee welcome them, answer their questions and give advice. New students and their parents may meet with the president of the College during this orientation period. In addition, faculty members are available for consultation, and all incoming students have appointments with a dean or other adviser to plan their academic programs for the fall semester. Undergraduate organizations at Bryn Mawr and Haverford Colleges acquaint new students with other aspects of college life.

### ACADEMIC SUPPORT

#### Writing Program, Peer Tutoring and Study-Skills Support

Academic support services at Bryn Mawr fall into three general areas: the writing program, peer tutoring and study-skills support services. The writing program offers a writing center in which peer tutors assist students who need help with composition and other courses. The writing program also offers occasional workshops open to the campus. Peer tutoring is available in all subject areas without cost to students. For students who need to strengthen their study skills, special study-skills programs are offered each semester. When it is appropriate, students might also be referred to the Child Study Institute for evaluation and tutoring; the cost of this service is also subsidized by the College.

For information on support services for learning, physical or psychological disabilities, see Accessibility Services on page 35.

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Students and alumnae/i are invited to make use of the services of the Career Development Office of Bryn Mawr and Haverford Colleges. These services include career and job-search counseling; group and private sessions on résumé writing, interviewing and job-hunting techniques; information and referrals for part-time, summer and permanent positions on campus and off campus; online information on more than 1,500 internships; a Web-based on- and off-campus recruiting program; and maintaining and furnishing, on request, letters of recommendation.

In addition to interview opportunities on campus, students may interview with employers participating in off-campus recruiting days co-sponsored with a consortium of selective liberal arts colleges. Conducted in December and January, these events are located in Boston, Chicago, New York, Philadelphia and Washington, D.C. A “West Coast Virtual Fair” is conducted in March.

During the academic year, the office sponsors career panels and individual speakers featuring alumnae/i to provide students with a broader knowledge of career options. In recent years, these programs have focused on careers in the arts, business and management, finance, human services, law, medicine, peacemaking, and science and technology. Additionally, on a semi-annual basis, the office sponsors a three-day seminar, “Business: A Liberal Art.” Developed and led by an alumna business leader, the seminar provides an orientation to business and business skills as they relate to liberal-arts training. Guest speakers offer forums for focusing on industries and business functions, case studies, team projects and presentations, and in-depth discussions of business problems and business ethics.

In the spring, not-for-profit public-service career fairs are held in Boston, New York and Washington, D.C., for students and alumnae. Co-sponsored by a variety of prestigious colleges and universities, these events offer the opportunity to learn about employment and career opportunities in a broad spectrum of not-for-profit organizations. Each October, the Bryn Mawr-Haverford Career Development Office co-sponsors the Graduate Professional School Admissions Forum with Swarthmore, Villanova and Rosemont, which brings 90 to 100 representatives of graduate and professional schools to one of the five campuses. Students and alumnae/i are welcome to meet with representatives from graduate arts and sciences programs as well as business, law and medical schools.

## **CAREER DEVELOPMENT**

### **On-Campus and Off- Campus Recruiting**

### **Career Panels**

### **Career Fairs**



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**Alumnae/i  
Networking**

In cooperation with alumnae/i, the office provides students with access to a network of graduates who make themselves available to students for personal consultation on career-related questions and who, in practical ways, assist students in learning more about career fields of interest. Students interested in exploring specific career fields may participate during winter and spring vacations in the Extern Program, shadowing alumnae/i representing a great variety of career fields.

**HEALTH  
SERVICE**

The Health Center is a primary-care facility open 24 hours a day when the College is in session. The College's Health Service offers a wide range of medical and counseling services to all matriculated undergraduates.

Outpatient medical services include first aid, nursing visits, routine laboratory work, walk-in medical clinic, gynecological services and appointments with the College physician. Inpatient care is provided for students who are too ill to be in their residence halls but are not candidates for hospitalization. There is no charge for doctor or nurse visits. A current fee schedule for other services is available upon request.

The counseling service is available to all undergraduate students. Each student may receive six free visits per academic year. While there is a fee for subsequent visits, no student is denied service because of an inability to pay. Consultation with a psychologist, social worker or psychiatrist can be arranged by appointment through the Health Center.

All entering students must file medical history and evaluation forms with the Health Service before registration for classes.

**MEDICAL  
INSURANCE  
REQUIREMENTS**

The College purchases a limited medical insurance policy for full-time undergraduate students. The insurance is provided in conjunction with services supplied by the Bryn Mawr College Health Center. The insurance policy will not cover a significant portion of the costs of a major illness. Therefore, it is strongly recommended that students maintain their coverage on their families' health plans or purchase additional insurance. The College does provide information about additional insurance plans that may be available to Bryn Mawr students. Information about the basic insurance plan and any available additional plans is sent to students each summer.

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A student may, on the recommendation of the College physician or her own doctor, at any time request a medical leave of absence for reasons of health. The College reserves the right to require a student to withdraw for reasons of health if, in the judgment of the medical director, she is not in sufficiently good health to meet her academic commitments or to continue in residence at the College. Permission to return from a medical leave is granted when the College's Health Service receives satisfactory evidence of recovery.

## **MEDICAL AND PSYCHOLOGICAL LEAVES OF ABSENCE**

Occasionally a student experiences psychological difficulties that interfere with her ability to function at college. Taking time away from college to pursue therapy may be necessary. The College sees this choice as restorative, not punitive. With evidence of improvement in health, Bryn Mawr welcomes the student's return.

The College believes that time away for psychological reasons should, in most cases, be for an entire academic year to allow sufficient time for growth, reflection and meaningful therapy — students who hurry back prematurely tend to risk a second failure. Therefore, medical leaves of absence for psychological reasons are granted for a period of one year, except in unusual situations. Readmission requires the approval of Bryn Mawr's medical director or the appropriate member of the College's counseling staff. The student should ask the physician or counselor with whom she has worked while on leave to contact the appropriate person at the College's Health Service when she is ready to apply to return.

For information on academic leaves of absence, see page 77.

Bryn Mawr is committed to providing equal access for individuals with disabilities and welcomes qualified students with disabilities to the College community. Like other student services at Bryn Mawr, Accessibility Services aims to address each student's concerns individually. Students who require assistance because of a learning, physical or psychological disability should contact the coordinator of Accessibility Services in Canwyll House as early as possible to discuss their needs.

## **ACCESSIBILITY SERVICES**

The accessibility coordinator will work with the student and others on campus, when necessary, to identify appropriate support and accommodations to help her participate as fully as possible in the College's programs and activities. Current relevant documentation of a disability is required to verify eligibility and to help determine appropriate accommodations. Disclosure of a disability is voluntary, and the information is maintained on a confidential

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basis. It is the student's responsibility to obtain any required documentation.

For additional information about Accessibility Services and documentation requirements, contact the accessibility coordinator in Canwyll House.

## **Student Residences**

### **RESIDENCE ON CAMPUS**

Residence in College housing is required of all undergraduates, except those who live with their families in Philadelphia or the vicinity, and those who live off campus after having received permission to do so from the College during the annual room draw. In the latter instance, it is the responsibility of students to obtain permission from their parents for off-campus residence.

The College's residence halls provide simple and comfortable living for students. Bryn Mawr expects students to respect its property and the standards on which the halls are run. A statement of residence regulations is included in the Student Handbook.

### **Hall Advisors**

Thirty-six hall advisers provide resources and advice to students living in the halls, and they work with the elected student officers to uphold the social Honor Code within the halls.

The halls are open during fall and spring breaks and Thanksgiving vacation, but meals are not provided. During winter vacation, special arrangements are made for students who wish to remain in residence — international students, athletes and students who are taking classes at the University of Pennsylvania. These students pay a special fee for room and board and live in an assigned residence hall.

Any student requiring special housing accommodations because of special disability needs should contact the coordinator of Accessibility Services at Canwyll House (see page 35).

The College is not responsible for loss of personal property due to fire, theft or any other cause. Students who wish to insure against these risks should do so individually or through their own family policies.

### **RESIDENCE HALLS**

Residence halls on campus provide full living accommodations. Brecon, Denbigh, Merion, Pembroke East, Pembroke West and Radnor Halls are named for counties in Wales, recalling the tradition of the early Welsh settlers of the area in which Bryn Mawr is situated. Rockefeller Hall is named for its donor, John D. Rockefeller, and Rhoads North and South for the first president of the College, James E. Rhoads. Erdman Hall, first opened in 1965, was named in honor of Eleanor Donnelley Erdman '21, a former

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member of the Board of Trustees. The Clarissa Donnelley Haffner Hall, which creates an “international village” for students of Chinese, French, German, Hebrew, Italian, Japanese, Russian and Spanish languages, was opened in 1970. Perry House is the Black Cultural Center and residence. Batten House serves as a residence for those interested in a cooperative living environment. Glenmede, located a quarter mile from campus, was bequeathed to the college in 1980 by Mary Ethel Pew ’06 and houses undergraduate and graduate students.

The College offers a variety of living accommodations, including singles, doubles, triples, quadruples and a few suites. The College provides basic furniture, but students supply linen, bed pillows, desk lamps, rugs, mirrors and any other accessories they wish. Summer storage is limited to international and West Coast students and may be at the student’s expense.

The physical maintenance of the halls is the responsibility of the director of Facilities Services and Housekeeping Services. At the end of the year, each student is held responsible for the condition of her room and its furnishings. Room assignments, the hall-adviser program, residence-life policies, and vacation-period housing are the responsibility of the director of Residential Life.

Resident students are required to participate in the meal plan, which provides 20 meals per week. For those living at Batten House, Haverford College Apartments, Glenmede Main House or Perry House, where kitchens are available, the meal plan is optional. Any student with medical or other extraordinary reasons for exemption from participation in the meal plan may present documentation of her special needs to the coordinator of Accessibility Services (see page 35). Ordinarily, with the help of the College dietician, Dining Services can meet such special needs. When this is not possible, written notice of exemption will be provided by the coordinator of Accessibility Services.

**MEAL PLAN**

Coeducational residence halls on the Bryn Mawr campus were established in 1969-70, housing students from Bryn Mawr and Haverford. In addition, Haverford College has spaces available on its campus for Bryn Mawr students. As neither Bryn Mawr nor Haverford allows room retention from one year to the next, the number and kind of bi-college options change each year.

**COEDUCATIONAL  
RESIDENCE  
HALLS**

Haffner Hall, which opened in 1970, is open to Bryn Mawr and Haverford students interested in the study of Chinese, French,

**LANGUAGE AND  
CULTURE HALLS**



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German, Hebrew, Italian, Japanese, Russian and Spanish languages and cultures. Admission is by application only and students must pledge to participate actively in the Hall's activities. Residence in a language house provides an excellent opportunity to gain fluency in speaking a foreign language.

**NON-RESIDENT  
STUDENTS**

For non-resident students, locked mailboxes are available in the Centennial Campus Center. Non-resident students are liable for all undergraduate fees except those for residence in a hall. All matriculated undergraduate students are entitled to full use of all out- and in-patient health services.

## **Student Responsibilities and Rights**

**THE HONOR  
CODE**

The high degree of trust and responsibility that the College has always given to students is reflected in the academic and social Honor Codes. These delegate to individual students the responsibility for integrity in their academic and social behavior. Responsibility for administering the academic Honor Code is shared with the faculty; the Academic Honor Board, composed of both students and faculty, mediates in cases of infraction. In the social Honor Code, as in all aspects of their social lives, students are self-governing; a Social Honor Board, consisting of 10 students, mediates in cases where social conflicts cannot be resolved by the individuals directly involved. Trained student mediators also work with students to resolve conflicts in effective ways.

**Academic and  
Social Honor  
Boards**

**Independence  
and Freedom**

The successful functioning of the Honor Code is a matter of great pride to the Bryn Mawr community, and it contributes significantly to the mutual respect that exists among students and between students and faculty. While the Honor Code makes great demands on the maturity and integrity of students, it also grants them an independence and freedom that they value highly. To cite just one example, many examinations are self-scheduled, so that students may take them at whatever time during the examination period is most convenient for their own schedules and study patterns.

**PRIVACY OF  
STUDENT  
RECORDS**

The Family Educational Rights and Privacy Act of 1974 was designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students have the right to file complaints with the Family Educational



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Rights and Privacy Act Office (FERPA), Department of Education, 5411 Switzer Building, 330 C Street S.W., Washington, D.C. 20201, concerning alleged failures by the institution to comply with the act.

Copies of Bryn Mawr's policy regarding the act and procedures used by the College to comply with the act can be found in the Office of the Undergraduate Dean. Questions concerning the Family Educational Rights and Privacy Act may be referred to the Office of the Undergraduate Dean.

Bryn Mawr College designates the following categories of student information as public or "directory information." Such information may be disclosed by the institution for any purpose, at its discretion.

Category I	Name, address, dates of attendance, class, current enrollment status, electronic mail address
Category II	Previous institution(s) attended, major field of study, awards, honors, degree(s) conferred
Category III	Date of birth
Category IV	Telephone number
Category V	Marital status

Currently enrolled students may withhold disclosure of any category of information under the Family Educational Rights and Privacy Act of 1974 by written notification, which must be in the Office of the Registrar by 5 p.m. on the second Friday of September. Forms requesting the withholding of directory information are available in the Office of the Registrar. Bryn Mawr College assumes that failure on the part of any student to request the withholding of categories of directory information indicates individual approval of disclosure.

As part of its compliance with Pennsylvania's College and University Security Information Act, Bryn Mawr provides to all students and all applicants for admission a brochure describing the College's security policies and procedures. The College also makes available to all students and applicants the crime report required by the Commonwealth of Pennsylvania for the most recent three-year period.

## **DIRECTORY INFORMATION**

## **CAMPUS SECURITY INFORMATION**

The Student Right-to-Know Act requires disclosure of the graduation rates of degree-seeking undergraduate students.

## **RIGHT-TO- KNOW ACT**

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Students are considered to have graduated if they complete their programs within six years of the normal time for completion.

Class entering fall 1992 (Class of 1996)	
Size at entrance	271
Graduated after 3 years	2.6%
after 4 years	73.1%
after 5 years	77.5%
after 6 years	77.9%

**EQUALITY OF  
OPPORTUNITY**

Bryn Mawr College does not discriminate on the basis of race, color, religion, national or ethnic origin, sexual orientation, age or physical ability in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other College-administered programs, or in its employment practices.

In conformity with the Civil Rights Act of 1964, as amended, it is also the policy of Bryn Mawr College not to discriminate on the basis of sex in its education programs, activities or employment practices. The admission of only women in the Undergraduate College is in conformity with a provision of the act. Inquiries regarding compliance with Title IX and other policies of nondiscrimination may be directed to the Equal Opportunity Officer at (610) 526-5368.

**STUDENTS  
WITH  
DISABILITIES**

Bryn Mawr welcomes the full participation of individuals with disabilities in all aspects of campus life and is committed to providing equal access to the College's programs, services and activities in accordance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990. The College has found that this objective is best achieved by responding to the concerns of persons with disabilities on an individual basis. For information about the College's accessibility services, contact the coordinator of Accessibility Services at Canwyll House.

**GEOGRAPHICAL DISTRIBUTION  
OF STUDENTS**

## 2000-01 Undergraduate Degree Candidates

The 1,283 students are from 47 states, the District of Columbia and 44 foreign nations, distributed as follows:

### UNITED STATES RESIDENCE

<b><u>New England</u></b>	<b><u>150</u></b>	<b><u>(11.7%)</u></b>	<b><u>West North Central</u></b>	<b><u>43</u></b>	<b><u>(3.4%)</u></b>
Connecticut	38		Iowa	3	
Maine	15		Kansas	5	
Massachusetts	75		Minnesota	20	
New Hampshire	13		Missouri	11	
Rhode Island	5		Nebraska	4	
Vermont	4		North Dakota	0	
			South Dakota	0	
<b><u>Middle Atlantic</u></b>	<b><u>523</u></b>	<b><u>(40.8%)</u></b>	<b><u>East South Central</u></b>	<b><u>19</u></b>	<b><u>(1.5%)</u></b>
New Jersey	141		Alabama	2	
New York	134		Kentucky	2	
Pennsylvania	248		Mississippi	4	
			Tennessee	11	
<b><u>South Atlantic</u></b>	<b><u>148</u></b>	<b><u>(11.5%)</u></b>	<b><u>West South Central</u></b>	<b><u>36</u></b>	<b><u>(2.8%)</u></b>
Delaware	5		Arkansas	3	
District of Columbia	5		Louisiana	2	
Florida	17		Oklahoma	1	
Georgia	6		Texas	30	
Maryland	45				
North Carolina	11		<b><u>Mountain</u></b>	<b><u>34</u></b>	<b><u>(2.7%)</u></b>
South Carolina	3		Arizona	2	
Virginia	44		Colorado	17	
West Virginia	10		Idaho	3	
Puerto Rico	0		Montana	2	
Virgin Islands	0		Nevada	1	
			New Mexico	5	
			Utah	4	
			Wyoming	0	
<b><u>East North Central</u></b>	<b><u>87</u></b>	<b><u>(6.8%)</u></b>	<b><u>Pacific</u></b>	<b><u>126</u></b>	<b><u>(9.8%)</u></b>
Illinois	31		Alaska	1	
Indiana	6		California	71	
Michigan	17		Hawaii	2	
Ohio	23		Oregon	25	
Wisconsin	10		Washington	25	
			Trust Territory	0	
			AP/AE	2	

## FOREIGN RESIDENCE

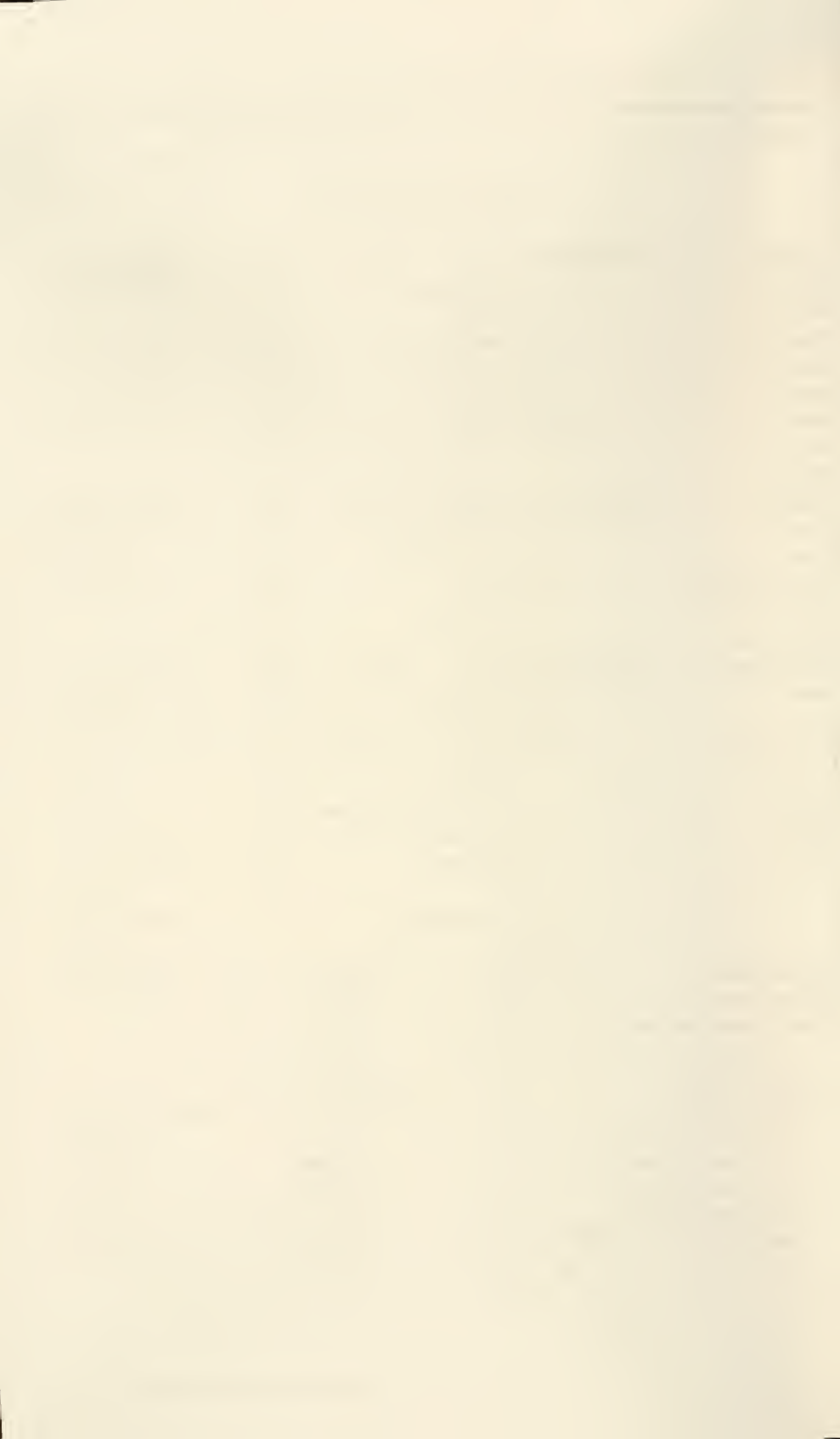
### Nation

Australia	1	Myanmar	1
Bahrain	1	Nepal	1
Bangladesh	5	Netherlands	1
Belgium	1	Pakistan	4
Bhutan	1	Philippines	7
Bosnia	1	Russia	1
Botswana	2	Saudi Arabia	2
Brazil	1	Senegal	1
Bulgaria	3	Singapore	1
Canada	5	South Africa	1
China	3	South Korea	7
Czech Republic	1	Spain	1
Ghana	4	Sri Lanka	1
Great Britain	1	Syria	1
Hong Kong	4	Taiwan	1
India	19	Tanzania	2
Indonesia	3	Trinidad and Tobago	2
Ivory Coast	1	Turkey	4
Jamaica	2	Ukraine	1
Japan	9	United Arab Emirates	1
Kenya	2	Venezuela	1
Mexico	4	Zimbabwe	1

## SUMMARY

<b>Total Students</b>	<b>1,283</b>	<b>100.0%</b>
<b>Foreign Residence</b>	<b>117</b>	<b>9.1%</b>
<b>United States Residence</b>	<b>1,166</b>	<b>90.9%</b>
<i>New England</i>	<i>150</i>	<i>11.7%</i>
<i>Middle Atlantic</i>	<i>523</i>	<i>40.8%</i>
<i>South Atlantic</i>	<i>148</i>	<i>11.5%</i>
<i>East North Central</i>	<i>87</i>	<i>6.8%</i>
<i>West North Central</i>	<i>43</i>	<i>3.4%</i>
<i>East South Central</i>	<i>19</i>	<i>1.5%</i>
<i>West South Central</i>	<i>36</i>	<i>2.8%</i>
<i>Mountain</i>	<i>34</i>	<i>2.7%</i>
<i>Pacific</i>	<i>126</i>	<i>9.8%</i>





## ADMISSION

# Admission

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Bryn Mawr College is interested in candidates of character and ability who want an education in the liberal arts and sciences and are prepared for college work by a sound education. The College has found highly successful candidates among students of varied interests and talents from a wide range of schools and regions in the United States and abroad. In its consideration of candidates, the College looks for evidence of ability in the student's high-school record, the challenge of her program of study, her rank in class, and her College Board or ACT tests; it asks her high-school adviser and several teachers for an estimate of her character, maturity and readiness for college.

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## GENERAL EXPECTATIONS

Candidates are expected to complete a four-year secondary school course. The program of studies providing the best background for college work includes English, languages and mathematics carried through most of the school years and, in addition, history and a laboratory science. A school program giving good preparation for study at Bryn Mawr would be as follows: English grammar, composition and literature through four years; at least three years of mathematics, with emphasis on basic algebraic, geometric and trigonometric concepts and deductive reasoning; three years of one modern or ancient language, or a good foundation in two languages; some work in history; and at least one course in a laboratory science, preferably biology, chemistry or physics. Elective subjects might be offered in, for example, art, music or computing to make up the total of 16 or more credits recommended for admission to the College.

Since school curricula vary widely, the College is fully aware that many applicants for admission will offer programs that differ from the one described above. The College will consider such applications, provided the students have maintained good records and continuity in the study of basic subjects.

## APPLICATION

Bryn Mawr College accepts the Common Application with a required institutional supplement. The Common Application is available from the Bryn Mawr College Office of Admissions, high school guidance offices and through the Internet (see [www.brynmawr.edu](http://www.brynmawr.edu)). The required Bryn Mawr College Common Application Supplement will be provided to applicants or can be downloaded from the College's Web site as well. A fee of \$50 must accompany the application and is not refundable.

Application to the first-year class may be made through one of three plans: Regular Admission, Fall Early Decision or Winter Early Decision. Applicants follow the same procedures, submit the same supporting materials and are evaluated by the same criteria under each plan.

The Regular Admission Plan is designed for those candidates who wish to keep open several different options for their undergraduate education throughout the admission process. Applications under this plan are accepted anytime before the January 15 deadline.

The two early-decision plans are designed for candidates who have thoroughly and thoughtfully investigated Bryn Mawr and other colleges and found Bryn Mawr to be their unequivocal first choice. The Winter Early-Decision Plan differs from the Fall Early-Decision Plan only in recognizing that some candidates may arrive at a final choice of college later than others. Early-decision candidates under either plan may file regular applications at other colleges with the understanding that these applications will be withdrawn upon admission to Bryn Mawr. One benefit, however, of the early-decision plan is the reduction of cost, effort and anxiety inherent in multiple application procedures. Early-decision candidates who apply for financial aid will receive a financial-aid decision at the same time as the decision about admission. Any early-decision candidate who is not admitted through either the fall or winter plan and whose application is deferred to the Regular Admission Plan will be reconsidered without prejudice along with the regular admission candidates in the spring.

Timetables for the three plans are as follows.

**Fall Early Decision**

- Closing date for applications  
and all supporting material . . . . .November 15
- Notification of candidates . . . . .by December 15

**Winter Early Decision**

- Closing date for applications  
and all supporting materials . . . . .January 1
- Notification of candidates . . . . .by January 31

**Regular Admission**

- Closing date for applications  
and all supporting materials . . . . .January 15
- Notification of candidates . . . . .by mid-April

**ADMISSION  
PLANS**

**Regular  
Admission Plan**

**Fall and Winter  
Early-Decision  
Plans**

**Admission Plan  
Timetables**

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## **ENTRANCE TESTS**

The Scholastic Aptitude Test (SAT I) and three SAT II tests of the College Entrance Examination Board are required of all candidates and should be taken as early as possible, but no later than January. If possible, SAT II tests should be taken in current subjects. Students should offer three of the one-hour tests: one in English and two in other subjects. The College recommends, but does not require, that one of the three tests be taken in a foreign language because a (recentered) score of 690 or above satisfies part of an A.B. degree requirement (see page 61 for details on language exemption). No special preparation, other than work well done in a good school, is required for successful performance on these tests.

Candidates are responsible for registering with the College Entrance Examination Board for the tests. Information about the tests, test centers, fees and dates may be obtained by writing to the College Board, P.O. Box 592, Princeton, New Jersey 08540.

Students may submit the ACT of the American College Testing Program in lieu of the SAT I and SAT II tests. All tests must be completed by the January test date.

## **INTERVIEWS**

An interview either at the College or with an alumna area representative is strongly recommended for all candidates. Interviews should be completed by the deadline of the plan under which the candidate is applying. Appointments for interviews and campus tours should be made in advance by writing or telephoning the Office of Admissions at (610) 526-5152. The Office of Admissions is open from 9 a.m. to 5 p.m. on weekdays. From September to January, the office is also open on Saturdays from 9 a.m. to 1 p.m. A student who is unable to visit the College may write to the Office of Admissions for the name and address of an alumna representative in her area.

## **EARLY ADMISSION**

Each year a few outstanding students enter the College after the junior year of high school. Students who wish to apply for early admission should plan to complete a senior English course before entrance to the College and should write to the director of admissions about application procedures. An interview, on campus or with an alumna area representative, is required of early admission candidates.

## **DEFERRED ENTRANCE**

A student admitted to the College may defer entrance to the freshman class for one year, provided that she writes to the director of admissions requesting deferred entrance by May 1, the Candidates' Reply Date.



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Students who have carried advanced work in school and who have honor grades (5 in Art History, English, French, Government and Politics, History, Music Theory and Spanish; 4 and 5 in most other subjects) on the Advanced Placement Tests of the College Board may, after consultation with the dean and the departments concerned, be admitted to one or more advanced courses in the first year at the College. Bryn Mawr accepts advanced placement tests with honor grades in the relevant subjects as exempting the student from College requirements for the A.B. degree. With the approval of the dean and the departments concerned, one or more advanced placement tests with honor grades may be presented for credit. Students receiving six or more units of credit may apply for advanced standing. The advanced placement tests are given at College Board centers in May.

### **ADVANCED PLACEMENT AND CREDIT**

Students who present the full International Baccalaureate with a score of 30 or better and honor scores in three higher-level exams (6 and 7 in English and History; 5, 6 and 7 in other subjects) normally receive one year's credit; those with a score of 35 or better, but with honor scores in fewer than three higher-level exams, receive two units of credit for each honor score in higher-level exams plus two for the exam as a whole; those with a score of less than 30 receive two units of credit for each honor score in a higher-level exam.

### **International Baccalaureates**

Depending on their grades, students who present Advanced Levels on the General Certificate of Education may be given two units of credit for each subject. Up to a year's credit is often given for the French Baccalaureate, German Abitur and for similar diplomas, depending upon the quality of the examination results. Students may also consult the dean or the director of admissions about the advisability of taking placement tests given by the College during Customs Week, Bryn Mawr's orientation for new students.

### **General Certificate of Education — Advanced Levels**

Each year a few students are admitted on transfer to the sophomore and junior classes. Successful transfer candidates have done excellent work at other colleges and universities and present strong high-school records that compare favorably with those of women entering Bryn Mawr as first-year students. Students who have failed to meet the prescribed standards of academic work or who have been put on probation, suspended or excluded from other colleges and universities will not be admitted under any circumstances.

### **TRANSFER STUDENTS**

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Transfer candidates should file applications as early as possible but no later than March 15 for entrance in September, or no later than November 1 for the second semester of the year of entrance. Application forms and instructions may be requested from the director of admissions.

Transfer candidates are asked to submit official test reports from the College Board of the Scholastic Aptitude and Achievement Tests taken in high school. Those who have not previously taken these tests are required to take only the Scholastic Aptitude Test. Test registration information may be obtained from the College Board, P.O. Box 592, Princeton, New Jersey 08540.

To qualify for the A.B. degree, students ordinarily should have completed a minimum of three years of full-time study at Bryn Mawr. Students transferring as juniors may be exempt from this requirement by approval of the dean, the major department chair and the Undergraduate Curriculum Committee.

## **INTERNATIONAL STUDENTS**

Bryn Mawr welcomes applications from foreign citizens who have outstanding secondary school records and who meet university entrance requirements in their native countries. Application forms and instructions are available from the director of admissions. Applications from international students should be filed early in the year preceding entrance and must be completed by January 15. The application fee may be waived upon request.

### **Scholastic Aptitude Test**

International student applicants are required to take the Scholastic Aptitude Test of the College Board. Achievement tests are recommended but not required. Test registration information may be obtained from the College Board, ATP, P.O. Box 6200, Princeton, New Jersey 08541, U.S.A. Registration arrangements for students taking the tests abroad should be made at least two months prior to the scheduled testing date.

### **Test of English as a Foreign Language**

International student applicants whose native language is not English must present credentials attesting to their proficiency in English. The Test of English as a Foreign Language (TOEFL) is required for all non-native speakers of English, unless they have studied for several years in an institution in which English is the sole medium of instruction. A score of 600 (or 250 on the computer-based TOEFL) is considered to be adequate. TOEFL registration information can be obtained by writing to TOEFL, P.O. Box 6151, Princeton, New Jersey 08541, U.S.A.

A student who has withdrawn from the College is not automatically readmitted. She must request readmission and should consult her dean and the director of admissions concerning the procedure to be followed. Evidence of the student's ability to resume work at Bryn Mawr may be requested. Applications for readmission are reviewed twice during the year, in late February and in June. Students who file an application by February 1 are notified of the committee's decision in early March and may then enter the room draw by proxy. Those who file by June 1 are notified late in June.

**READMISSION  
AFTER  
WITHDRAWAL**

Bryn Mawr offers a number of programs for non-matriculated students. Information, application forms and instructions for applying to the following programs may be addressed by program name to Canwyll House, Bryn Mawr College, 101 North Merion Avenue, Bryn Mawr, PA 19010-2899.

**SPECIAL  
ACADEMIC  
PROGRAMS**

The Continuing Education Program provides highly qualified women, men and high school students who do not wish to undertake a full college program leading to a degree the opportunity to take courses at Bryn Mawr College on a fee basis, prorated according to the tuition of the College, space and resources permitting. Continuing education students may apply to take up to two courses per semester; they have the option of auditing courses or taking courses for credit. Alumnae/i who have received one or more degrees from Bryn Mawr (A.B., M.A., M.S.S., M.L.S.P. and/or Ph.D.) and women and men 60 years of age and older are entitled to take undergraduate courses at the College at a special rate. This rate applies only to continuing education students and not to matriculated McBride Scholars. Continuing education students are not eligible to receive financial aid from the College. For more information or an application, contact the Continuing Education Program office at (610) 526-6515.

**Continuing  
Education  
Students**

The Katharine E. McBride Scholars Program serves women beyond the traditional college entry age who wish to earn an undergraduate degree at Bryn Mawr. The program admits women who have demonstrated talent, achievement and intelligence in various areas, including employment, volunteer activities and home or formal study. Beginning in the fall of 1996, McBride Scholars have been admitted directly as matriculated students.

**McBride  
Scholars  
Program**

Once admitted to the College, McBride scholars are subject to the residency rule, which requires that a student take a minimum of 24 course units while enrolled at Bryn Mawr. Exceptions will be made for students who transfer more than eight units from previous work. Such students may transfer up to 16 units and must then take

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at least 16 units at Bryn Mawr. McBride Scholars may study on a part-time or full-time basis. Detailed information about the McBride Scholars Program is available from the Bryn Mawr College Office of Admissions.

**Postbaccalaureate  
Premedical  
Program**

Women and men who hold bachelor's degrees but need additional undergraduate training before making initial application to schools of medicine, dentistry and veterinary medicine may apply to the Postbaccalaureate Premedical Program. The Postbaccalaureate Premedical Program stresses intensive work in the sciences. It is designed primarily for students who are changing fields and who have not previously completed the premedical requirements. Applications are considered for admission in the summer or fall only. Applications should be submitted as early as possible because decisions are made on a rolling admissions basis. The Postbaccalaureate Premedical Program is highly selective.

**Consortial  
Medical School  
Program**

Students enrolled in the Postbaccalaureate Premedical Program may elect to apply early for provisional admission to an outstanding group of medical schools with which Bryn Mawr has a "consortial" arrangement. Students who are accepted at a medical school through the consortial process enter medical school in the September immediately following the completion of their postbaccalaureate year. Otherwise, students apply to medical school during the summer of the year they are completing the program.

The following are Bryn Mawr's "consortial" medical schools:

- Brown University School of Medicine
- Dartmouth Medical School
- George Washington University School of Medicine
- Jefferson Medical College
- MCP Hahnemann University School of Medicine
- Temple University School of Medicine
- University of Rochester Medical School
- State University of New York Downstate Medical Center  
College of Medicine
- SUNY Stony Brook School of Medicine.

Predental students enrolled in the postbaccalaureate program may elect to apply for provisional acceptance into the University of Pennsylvania School of Dental Medicine. If provisionally accepted by the University of Pennsylvania School of Dental Medicine, the student is eligible to begin dental studies immediately following successful completion of the postbaccalaureate course of study.

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The School Psychology Certification Program is designed to enable professionals in the fields of education and mental health to obtain the training required for Pennsylvania state certification as a school psychologist. Students who have an M.A. degree in a field related to school psychology, such as counseling, social work, learning disabilities, psychology of reading or special education, are eligible to apply. If accepted to the School Psychology Certification Program, students generally use previous M.A. coursework to fulfill some of the program's competency requirements. Students may attend on a part-time basis.

**School  
Psychology  
Certification  
Program**

During Summer Sessions I and II, qualified women and men, including high school students, may take courses in the sciences, mathematics and intensive language studies in Russian and Japanese. Students may use these courses to fulfill undergraduate requirements or prepare for graduate study. The current summer-session calendar should be consulted for dates and course descriptions. Each course carries full academic credit.

**Summer  
Courses**





## **FEES AND FINANCIAL AID**

# Fees and Financial Aid

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**TUITION**                      The tuition fee in 2001-02 for all undergraduate students, resident and non-resident, is \$24,340 a year.

Summary of Fees and Expenses for 2001-02	
Tuition .....	\$24,340
Residence (room and board) .....	\$8,590
College fee .....	\$430

Other Fees	
Laboratory fee (per lab per semester) .....	\$35
Self-Government Association fee .....	\$220
Continuing enrollment fee (per semester) .	\$250

Faced with rising costs affecting all parts of higher education, the College has had to raise tuition annually in recent years. Further increases may be expected.

**SCHEDULE OF PAYMENTS**                      By registering for courses, students accept responsibility for the charges of the entire academic year, regardless of the method of payment. The College bills for each semester separately. The bill for the fall semester is sent in late June and is due August 1. The bill for the spring semester is sent in late November and is due January 2. A late fee is assessed for all accounts that are past due.

As a convenience to parents and students, the College currently offers a payment plan administered by an outside organization that enables monthly payment of all or part of annual fees in installments without interest charges. Payments for the plan commence prior to the beginning of the academic year. Information about the payment plan is available from the Comptroller's Office.

No student is permitted to attend classes or enter residence until payment of the College charges has been made each semester. No student may register at the beginning of a semester, graduate, receive a transcript, or participate in room draw until all accounts are paid, including the activities fee assessed by the student Self-Government Association officers. This fee covers class and hall dues and support for student organizations and clubs. All resident students are required to participate in the College meal plan.

**CONTINUING ENROLLMENT FEE**                      A fee of \$250 per semester will be charged to all undergraduates who are studying at another institution during the academic year and who will transfer the credits earned to Bryn Mawr College.

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Students are permitted to reserve a room during the spring semester for the succeeding academic year, prior to payment of room and board fees, if they intend to be in residence during that year. Those students who have reserved a room but decide, after June 15, to withdraw from the College or take a leave of absence are charged a fee of \$500. This charge is billed to the student's account.

## **RESIDENCE**

All entering students are required to make a deposit of \$200. This deposit is applied to the student's tuition account. After one year of attendance, the deposit will be returned 60 days after graduation or withdrawal from the College. However, any unpaid bills and any expenses incurred as a result of destruction or negligence on the part of the student are deducted from the deposit.

## **GENERAL DEPOSIT**

Written notice of intention to withdraw must be submitted to the student's dean. The date on which written notice is received (or the date on which the student signs a notice of withdrawal) is the official date of withdrawal. All students receiving financial aid must consult with the Financial Aid Office and the Comptroller's Office, including students who have received government-insured loans, such as loans guaranteed by state agencies and by the federal government to meet educational expenses for the current academic year. Bryn Mawr College's refund policies are in compliance with federal regulations.

## **REFUND POLICY**

Details on the federal calculation of refunds can be obtained from the assistant director of Financial Aid.

The education of all students is subsidized by the College because their tuition and fees cover only part of the costs of instruction. To those students well qualified for education in the liberal arts and sciences but unable to meet the College fees, Bryn Mawr is able to offer further financial aid. Alumnae and friends of the College have built up endowments for scholarships; annual gifts from alumnae and other donors add to the amounts available each year. It is now possible to provide aid for more than 50 percent of the undergraduate students in the College. The value of the scholarships ranges widely, but the average grant in 2000-01 was approximately \$17,000.

## **FINANCIAL AID AND SCHOLARSHIPS**

Initial requests for financial aid are reviewed by the Financial Aid Office and are judged on the basis of the student and her family's financial situation. Financial aid awarded at entrance is renewable throughout the student's four years at the College, assuming satisfactory progress toward the degree and continued



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**FAFSA and  
CSS Profile**

financial eligibility. Application for renewal must be made annually. Bryn Mawr College subscribes to the principle that the amount of aid granted a student should be based upon financial eligibility. All applicants must submit the Free Application for Federal Student Aid (FAFSA) and the CSS Profile in support of the application for financial aid. When the total amount of aid needed has been determined, awards are made in the form of grants, loans and jobs.

**Federal Perkins  
Loan Program**

Bryn Mawr College administers two kinds of loan programs. The first consists of funds established through the generosity of alumnae and friends of the College, and the second is based on government funds made available through the Federal Perkins Loan program. Full descriptions can be found on page 324.

**Federal Work-  
Study Program**

Bryn Mawr participates in the Federal Work-Study Program established by the Economic Opportunity Act of 1964. This program provides funds for campus jobs for students who meet the federal eligibility requirements. Students interested in this program should consult the Financial Aid Office.

Bryn Mawr's financial-aid policies are described in greater detail in a brochure available upon request from the Financial Aid Office.

**APPLYING FOR  
FINANCIAL AID**

Instructions on applying for financial aid are included in the Admissions Prospectus. Each candidate must file the CSS Profile (college code #2049) and the Free Application for Federal Student Aid (college I.D. #003237). These forms must be filed no later than January 15 of the student's final year in high school. Early Decision Plan applicants must submit the CSS Profile by November 15 for the Fall Early-Decision Plan, and by January 1 for the Winter Early-Decision Plan. Applications for financial aid for transfer students are due no later than March 1.

**RENEWAL OF  
UNDERGRADUATE  
FINANCIAL AID**

Application for the renewal of financial aid must be made annually. The renewal of the award depends on the student's maintaining satisfactory progress toward the degree and on her continued need for assistance. Adjustments can be made each year to reflect the changes in the financial situation of the student's family.

The necessary forms for renewal may be obtained in the Financial Aid Office and should be filed no later than April 15.

For a list of scholarship funds and prizes that support the awards made, see page 290. These funds are used to enhance Bryn Mawr's need-based financial aid program. They are not awarded separately. For a list of loan funds, see page 324.

## THE ACADEMIC PROGRAM

# The Academic Program

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The Bryn Mawr curriculum is designed to encourage breadth of learning and training in the fundamentals of scholarship in the first two years, and mature and sophisticated study in depth in a major program during the last two years. Its overall purpose is to challenge the student and prepare her for the lifelong pleasure and responsibility of educating herself and playing a responsible role in contemporary society. The curriculum encourages independence within a rigorous but flexible framework of divisional and major requirements and fosters self-recognition for individuals as members of diverse communities and constituencies.

The Bryn Mawr curriculum obtains further breadth through inter-institutional cooperation. Virtually all undergraduate courses and all major programs at Bryn Mawr and Haverford Colleges are open to students from both schools, greatly increasing the range of available subjects. With certain restrictions, full-time Bryn Mawr students may also take courses at Swarthmore College, the University of Pennsylvania and Villanova University during the academic year without payment of additional fees.

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## The Curriculum

### REQUIREMENTS FOR THE A.B. DEGREE

*For students who matriculated in the fall of 1998 or thereafter.*

*Students who matriculated with the classes of 1995-2001 from the fall of 1991 to January 1998 should consult the Requirements for the A.B. Degree on pages 52-54 of the Undergraduate College Catalog and Calendar 2000-2001.*

Thirty-two units of work are required for the A.B. degree. These must include:

- Two units of College Seminars.
- One course to meet the quantitative skills requirement.
- Work to demonstrate the required level of proficiency in foreign language.
- Six units to meet the divisional requirements.
- A major subject sequence.
- Elective units of work to complete an undergraduate program.

In addition, all students must complete eight half-semester of physical education and must meet the residency requirement.

### College Seminars Requirement

The aim of the College Seminars is to engage students in careful examination of fundamental issues and debates that can illustrate the choices we make in our daily lives. By encouraging critical

thinking, focused discussion and cogent writing, the seminars help prepare students for a modern world that demands perceptive understanding both within and outside of the frameworks of particular disciplines.

Each student must include in her program two units of College Seminars, the first to be taken in the first semester of the freshman year and the second before the end of the sophomore year. Students must attain a grade of 2.0 or higher in each seminar used to satisfy this requirement.

Bryn Mawr recognizes the inherent intellectual value and fundamental societal importance of acquiring a level of proficiency in the use of one or more foreign languages. The study of foreign languages serves a number of convergent curricular and student interests, including the appreciation of cultural differences, a global perspective across academic disciplines, cognitive insights into the workings of language systems, and alternative models of perceiving and processing human experience.

Before the start of the senior year, each student must have demonstrated a knowledge of one foreign language by:

- Passing a proficiency test offered by the College every spring and fall *or*
- Attaining a score of at least 690 in a language achievement test of the College Entrance Examination Board, or by passing with an honor grade an Advanced Placement, IB or A-level test *or*
- Completing at the College two courses (two units) above the elementary level with an average grade of at least 2.0 or a grade of at least 2.0 in the second course *or*
- For a non-native speaker of English, two semesters of College Seminars.

Before the start of the senior year, each student must have demonstrated competence in college-level mathematics or quantitative skills by:

- Passing with an honor grade an Advanced Placement, IB or A-level examination in mathematics *or*
- Passing one course with a grade of at least 2.0 from those designated with a "Q" in the Course Guide. The course or examination used to satisfy the quantitative requirement may not also be used to satisfy any other requirement.

The purpose of the quantitative requirement is to provide the Bryn Mawr graduate with the competence to evaluate and manage the wide array of information that underlies many of the decisions she will make in life. In addition, the quantitative requirement will

**Foreign  
Language  
Requirement**

**Quantitative  
Requirement**

**Developing  
Quantitative  
Literacy**



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be a first step in developing the proficiency she will need should she pursue a career that requires sophisticated quantitative skills. No single course can cover the full range of potentially useful quantitative skills. However, a single course can give the student an appreciation of the value of quantitative analysis; it can also increase the facility and confidence with which she uses quantitative skills in her academic, professional and private life.

To meet the goal of attaining quantitative competence, the student is required to achieve merit in one course that develops quantitative literacy by using one or more of the following approaches:

- Representing quantitative information symbolically, visually, numerically and verbally to interpret and evaluate representations prepared by others and to draw inferences from such representations.
- Applying quantitative data to test hypotheses or conjectures about natural processes, human characteristics and social behavior.
- Solving problems by using arithmetic, algebraic, geometric or calculus methods.

In addition, the course will provide the student with the skills to estimate and check answers to quantitative problems in order to determine reasonableness, identify alternatives and select optimal results. It will also help her recognize the limitations of mathematical and statistical tools.

Quantitative skills may be developed in courses from a variety of disciplines that focus on one or more of the following activities:

- Gathering and analyzing data, and using statistical or other types of inference.
- Applying problem-solving techniques to observational or experimental data.
- Using and interpreting formulas, graphs, tables and other representations of quantitative material to draw inferences and support propositions.
- Mastering computational methods appropriate for modeling real-world phenomena or data analysis.

#### **Divisional Requirements**

The goal of the divisional requirements is to increase the breadth and variety of the student's intellectual experience at the College. The divisions represented in these requirements describe not only different portions of human experience, but also characteristic methods of approach. Although any division of knowledge is imperfect, the current divisions — social sciences, the natural sciences and mathematics, and the humanities — have the advan-



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tage of being specific while still broad enough to allow the student a good deal of flexibility in planning her coursework.

The social sciences are concerned with human social behavior; the motivations, institutions and processes that shape this behavior; and the outcomes of this behavior for different groups and individuals. The areas of social-sciences inquiry include such wide-ranging topics as policy-making, cultural change, revolutions, poverty and wealth, generational conflict and international relations. The social sciences disciplines provide the student with a set of theoretical frameworks with which to organize her analysis of these substantive areas, and a set of methodological tools with which to test empirically — in the uncontrolled laboratory of the real world — the hypotheses that these frameworks generate.

Knowledge of the physical world is a fundamental part of human experience; understanding the workings of nature is essential to our lives. To achieve this understanding, the student should be familiar with the concepts and techniques of the natural sciences as well as mathematics, the language of science. This understanding must go beyond a knowledge of scientific facts to include a facility with the scientific method and the techniques of scientific inquiry, logical reasoning and clear exposition of results.

In humanities coursework, the student creates and interprets many different kinds of artifacts, compositions, monuments and texts that are and have been valued by human cultures here and throughout the world. The humanities encompass the histories, philosophies, religions and arts of different cultural groups, as well as the various theoretical and practical modes of their investigation and evaluation.

Before the start of the senior year, each student must have completed, with a grade of 2.0 or higher, two courses in the social sciences (Division I), two courses in the natural sciences and mathematics (Division II), and two courses in the humanities (Division III). Courses satisfying this requirement are marked “I”, “II” or “III” in the course guide. Courses identified as interdivisional, e.g. “I or III,” may be used by a student to satisfy either one — but not both — of the appropriate divisional requirements; but only one of the two courses used to satisfy any divisional requirement may be such an interdivisional course.

At least one required course in Division II must be a laboratory course, designated “IIL” in the course guide. Performance or studio courses in the Arts Program may be used to fulfill one of the two course requirements in the humanities. A student may not use courses in her major subject to satisfy requirements in more than

## **Social Sciences**

## **Natural Sciences and Mathematics**

## **Humanities**

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one division, unless the courses are cross-listed in other departments. Courses taken to satisfy the College Seminars requirement will not be counted as fulfilling divisional requirements. Only one of the two courses used to satisfy any divisional requirement may be fulfilled by tests such as the Advanced Placement, IB or A levels taken on work done before entering Bryn Mawr.

## **THE MAJOR**

In order to ensure that the student's education involves not simply exposure to many ideas and disciplines but development of competence and some degree of mastery in at least one, she must choose an area to be the focus of her work in the last two years at the College.

At the end of the sophomore year each student must choose a major subject and, in consultation with the departmental adviser, plan an appropriate sequence of major courses. She must complete a major work plan with the department's major adviser and submit a copy to her dean.

No student may choose to major in a subject in which she has incurred a failure, or in which her average is below 2.0.

A student may double major with the consent of both major departments and of her dean, but she should expect to complete all requirements for both major subjects.

### **Majoring at Haverford College**

Students may choose to major at Haverford College, in which case they must meet the major requirements of Haverford College and the degree requirements of Bryn Mawr College. A student may major in any department at Haverford. Procedures for selecting a Haverford major are available from the Haverford Dean's Office at all times and are sent to all sophomores in the early spring. Permission of the Haverford dean is required for a double major that includes a Haverford department.

### **Minimum Grades for Major Courses**

Every student working for an A.B. degree is expected to maintain grades of 2.0 or higher in all courses in her major subject. A student who receives a grade below 2.0 in a course in her major is reported to the Undergraduate Council and may be required to change her major. If, at the end of her junior year, a student has a major-subject average below 2.0, she must change her major. If she has no alternative major, she will be excluded from the College. A student who is excluded from the College is not eligible for readmission. A student whose numerical grade average in her major remains above 2.0 but whose work has deteriorated may also be required to change her major.

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A student with unusual interest or preparation in several areas can consider an independent major, a double major, a major with a strong minor or a concentration involving work in several departments built around one major as a core. Such programs can be arranged by consulting the dean and members of the departments concerned.

### **Special Major Options**

A student who wishes to pursue independent study of a special area, figure or problem within a given discipline may substitute one or two units of supervised work for one or two courses, if she finds a faculty member willing and able to supervise such work.

Each department sets its own standards and criteria for honors in the major, with the approval of the Curriculum Committee. Students should see departments for details.

### **Honors in the Major**

The Independent Major Program is designed for students whose interests cannot be accommodated by an established departmental or interdepartmental major. An independent major is a rigorous, coherent and structured plan of study — from introductory through advanced work in a recognized field within the liberal arts — constructed largely from courses offered at Bryn Mawr and Haverford Colleges.

### **INDEPENDENT MAJOR PROGRAM**

Students interested in the Independent Major Program should attend the informational teas and meet with Associate Dean Judy Balthazar in the fall of their sophomore year. In designing an independent major, students must enlist two faculty members to serve as sponsors. One, who acts as director of the program, must be a member of the Bryn Mawr faculty; the other may be a member of either the Bryn Mawr or Haverford faculty. To propose an independent major, students must submit completed applications by the end of the fourth week of classes in the spring of their sophomore year or, for junior transfer students, by the end of the fourth week of classes in the fall of their junior year.

The application for an independent major consists of:

- A proposal developed with the advice of the sponsors describing the student's reasons for designing the independent major and explaining why her interests cannot be accommodated by a related departmental or interdepartmental major.
- An independent major work plan of 11 to 14 courses, at least seven of which must be taken at Bryn Mawr or Haverford. The plan will include up to two courses at the 100 level and at least four at the 300 or 400 level, including at least one semester of a senior project or thesis (403).

### **Applying for an Independent Major**

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**Independent  
Majors  
Committee**

- Supporting letters from the two faculty sponsors, discussing the academic merits of the independent major work plan and the student's ability to complete it.
- A letter from the student's dean regarding her maturity and independence.
- A copy of the student's transcript.

The Independent Majors Committee, composed of four faculty members, two students and one dean, evaluates the proposals on a case-by-case basis. Their decisions are final. The fact that a particular topic was approved in the past is no guarantee that it will be approved again. The Committee considers the following issues:

- Is the proposed independent major appropriate within the context of a liberal arts college?
- Could the proposed independent major be accommodated instead by an established major?
- Are the proposed courses expected to be offered over the next two years?
- Will faculty members be available for consistent and good advising?
- Does the student's record indicate likely success in the proposed independent major?

If the Committee approves the proposed major and its title, the student declares an independent major. The Committee continues to monitor the progress of students who have declared independent majors and must approve, along with the sponsors, any changes in the program. A grade of 2.0 or higher is required for all courses in the independent major. If this standard is not met, the student must change immediately to a departmental major.

**THE MINOR**

Many departments, but not all, offer a minor. Students should see departmental entries for details. The minor is not required for the A.B. degree. A minor usually consists of six units, with specific requirements to be determined by the department. If a course taken under the Credit/No Credit (CR/NC) or Haverford College's No Numerical Grade (NNG) option (see page 68) subsequently becomes part of a student's minor, the grade is not converted to its numerical equivalent. There is no required average for a minor.

In addition to departmental minors, interdepartmental minors are available in Africana Studies, Creative Writing, Computer Science, Education, Hebrew and Judaic Studies, Theater Studies and Dance. Concentrations are available in Environmental Studies, Feminist and Gender Studies, Hispanic and Hispanic-American Studies, International Economic Relations, Neural and Behavioral



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Sciences, and Peace and Conflict Studies. See the section on Fields of Concentration and Additional Programs in this catalog for additional information on these courses and programs.

Throughout its history, the College has been committed to developing excellence. The Department of Athletics and Physical Education affirms the College's mission by offering a variety of opportunities to promote self-awareness, confidence and the development of skills and habits that contribute to a healthy lifestyle. The College's comprehensive program includes competitive intercollegiate athletics, diverse physical education and wellness curricula, and leisure and recreational programs designed to enhance the quality of life for the broader campus community.

All students must complete eight credits in physical education and successfully complete a swim-proficiency test. Semester and half-semester courses are offered in dance, aquatics, individual sports, team sports, outdoor recreation, wellness and fitness. Physical education credit is awarded for participation on intercollegiate teams, rugby, equestrian and ultimate frisbee club teams. Students may earn up to two credits in physical education for pre-approved independent study. Students are encouraged to complete the requirement by the conclusion of their sophomore year.

## **PHYSICAL EDUCATION**

Each student must complete a minimum of 24 academic units while in residence at Bryn Mawr. These may include courses taken at Haverford and Swarthmore Colleges and the University of Pennsylvania during the academic year. The senior year must be spent in residence. Students who have spent the junior year away from the College must complete eight units during the senior year. Students do not normally spend more than the equivalent of four years completing the work of the A.B. degree. Exceptions to this requirement for transfer students entering as juniors are considered at the time of transfer application.

## **RESIDENCY**

All requests for exceptions to the above regulations are presented to the Curriculum Committee for approval. Normally, a student consults her dean and prepares a written statement to submit to the committee; a student may, in unusual cases, request permission to appear before the committee.

## **EXCEPTIONS**



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## Academic Regulations

### REGISTRATION

Each semester all Bryn Mawr students register for the next semester's courses with the deans. Failure to register results in a \$15 fine. Once a student has selected a major, she must also consult her major adviser about her program each semester. Students must then confirm their registration with the deans and submit their final programs to the registrar on the announced days at the beginning of each semester. Failure to confirm registration results in a \$25 fine.

### Normal Course Load

Students normally carry a complete program of four courses (four units) each semester. Requests for exceptions must be presented to the student's dean. Students may not register for more than five courses (five units) per semester. Requests for more than five units are presented to the Curriculum Committee for approval.

### REGISTRATION OPTIONS

A student may take four units over four years, not more than one in any semester, under the Credit/No Credit (CR/NC) or Haverford College's No Numerical Grade (NNG) option. Transfer students may take one CR/NC unit for each year they spend at Bryn Mawr. A student registered for a course under either option is considered a regular member of the class and must meet all the academic commitments of the course on schedule. The instructor is not notified of the student's CR/NC or NNG registration because this information should in no way affect the student's responsibilities in the course.

### Credit- No Credit Option

A student may not elect both the CR/NC and NNG option in the same semester. A student registered for five courses is not permitted a second CR/NC or NNG registration.

Faculty members submit numerical grades for all students in their courses. For students registered CR/NC, the registrar converts the numerical grades of 1.0 and above to CR and the grade of 0.0 to NC for recording on the students' official transcripts. Numerical equivalents of CR grades are available to each student from the registrar, but once the CR/NC option is elected, the grade is converted to its numerical equivalent on the transcript *only* if the course becomes part of the student's major.

No course in the major subject may be taken under this option.

For students who matriculate during or after the fall of 1998, a grade of 2.0 is required to meet the College Seminar, quantitative and divisional requirements, even though the grade may be covered with a CR. Similarly, any student may elect to take a course to complete the language requirement under the CR/NC option, but when grades of 2.0 or averages of 2.0 are required, that requirement must be met. The registrar monitors completion of requirements.

For regulations concerning the NNG option, see the Haverford College Academic Regulations.

Students wishing to take a course CR/NC must sign the registrar's register by the end of the third week of classes. *No student is permitted to sign up for CR/NC after that time.* Students who wish to register for CR/NC for year-long courses in which grades are given at the end of each semester must register CR/NC in each semester because CR/NC registration does not automatically continue into the second semester in those courses. Haverford students taking Bryn Mawr courses must register for CR/NC at the Haverford Registrar's Office.

A few courses, including all introductory languages, are designed as year-long, two-semester sequences. In these courses students must complete the second semester in order to earn credit for both semesters. Students must have the permission of the professor to receive credit for only one semester of a year-long course. *Credit is never given for one semester of an introductory language course, although the grade is included in the grade point average. Courses to which this rule applies are so designated in each department's course lists.*

Some courses, including many introductory level survey courses, are designed as two-semester sequences, but students may take either semester without the other and receive credit for the course.

Half-credit courses may be taken for credit at Bryn Mawr, Haverford, Swarthmore and the University of Pennsylvania. Bryn Mawr does not permit half-credit registration for the lecture or the laboratory portion of any course that normally includes both. Exceptions to this rule are made by the Curriculum Committee.

Most departments allow students to pursue independent study as supervised work, provided that a professor agrees to supervise the work. Students pursuing independent study usually register for a course in that department numbered 403 and entitled Supervised Work, unless the department has another numerical designation for independent study. Students should consult with their deans if there are any questions regarding supervised work.

Students may audit courses with the permission of the instructor. There are no extra charges for audited courses, and they are not listed on the transcript. Students may not register to take the course for credit after the stated date for Confirmation of Registration.

Some courses are designated as limited enrollment in the course guide. The course guide provides details about restrictions. If consent of the instructor is required, the student is responsible for

**Year-Long Courses**

**Half-Credit Courses**

**Independent Study**

**Auditing Courses**

**Limited Enrollment**

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securing permission. If course size is limited, the final course list is determined by lottery. Students who have preregistered are given preference for inclusion in the lottery, but only those present on the first day of class to sign a list circulated by the instructor are considered.

**Dropping a  
Fifth Course**

Students who confirm their registration for five courses may drop one course through the third week of the semester. After the third week, students taking five courses are held to the same standards and calendars as students enrolled in four courses.

**Withdrawals**

No student may withdraw from a course after Confirmation of Registration, unless it is a fifth course dropped as described above. Exceptions to this regulation may be made jointly by the instructor and the appropriate dean only in cases when the student's ability to complete the course is seriously impaired due to unforeseen circumstances beyond her control.

**COOPERATION  
WITH  
NEIGHBORING  
INSTITUTIONS**

Full-time students at Bryn Mawr may register for courses at Haverford, Swarthmore and the University of Pennsylvania during the academic year without payment of additional fees according to the procedures outlined below. This arrangement does not apply to summer schools. Credit toward the Bryn Mawr degree is granted for such courses with the approval of the student's dean, and grades are included in the calculation of the grade point average. Bryn Mawr also has a limited exchange program with Villanova University.

**Haverford  
College**

Students register for Haverford courses by listing them on the Bryn Mawr registration form, but students who register for Haverford courses that are limited in enrollment must follow Haverford procedures as described in the course guide.

**Swarthmore  
College**

A student may also enter Swarthmore courses on her Bryn Mawr registration form, but she must also register at Swarthmore by taking a note of permission from her dean to Parrish Hall at Swarthmore. She must also secure the instructor's permission.

**University of  
Pennsylvania**

Bryn Mawr students may register for up to two liberal arts courses a semester at the University of Pennsylvania, on a space-available basis, provided that the course is not regularly offered at Bryn Mawr or Haverford. Scheduling problems are not considered an adequate reason for seeking admission to a course at Penn.

Not all courses offered at Penn are acceptable for credit toward the A.B. degree at Bryn Mawr. Students are responsible for determining that the courses they wish to take are acceptable for credit toward their degrees and should consult their deans before registering for courses at Penn.

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In order to register for a course at Penn the student should consult the Penn course guide, take a note of permission from her dean to the College of General Studies at Penn and obtain a permit stamp from the relevant school or department at Penn. The Penn course guide and notes of permission are available in the Dean's Office.

If the Penn course guide indicates that permission of the instructor is required for enrollment in a course, the student is responsible for securing this permission. Bryn Mawr students may not register for courses at Penn until the first week of each semester and must meet all Penn deadlines for dropping and adding courses. It is the student's responsibility to make arrangements for variations in academic calendars. Students should consult their deans if they have any questions about Penn courses or registration procedures.

Bryn Mawr juniors and seniors may take one course per semester in the College of Arts and Sciences at Villanova University on a space-available basis, provided that the course is not offered at Bryn Mawr or Haverford. If the course is fully enrolled, Bryn Mawr students can be admitted only with the permission of the Villanova instructor. This exchange is limited to superior students for work in their major or in an allied field; students must have permission of both their major adviser and their dean.

**Villanova  
University**

Courses at Villanova may be taken only for full grade and credit; Bryn Mawr students may not elect Villanova's pass/fail option for a Villanova course. Credits earned at Villanova are treated as transfer credits; the grades are not included in the student's grade point average, and these courses do not count toward the residency requirement.

In order to register for a course at Villanova, the student should consult the Villanova course guide, available in the Dean's Office, and obtain a registration form to be signed by her major adviser and returned to the Dean's Office. The Dean's Office forwards all registration information to Villanova; students do not register at Villanova. Students enrolled in a course at Villanova are subject to Villanova's regulations and must meet all Villanova deadlines regarding dropping/adding, withdrawal and completion of work. It is the student's responsibility to make arrangements for variations in academic calendars. Students should consult their deans if they have any questions about Villanova courses or registration procedures.



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**CONDUCT OF COURSES**

Regular attendance at classes is expected. Responsibility for attendance, and for learning the instructor's standards for attendance, rests solely with each student. Absences for illness or other urgent reasons are excused, and it is the student's responsibility to contact her instructors and dean. The student should consult her instructors about making up the work. If it seems probable to the dean that a student's work may be seriously handicapped by the length of her absence, the dean may require the student to withdraw from one or more courses.

**QUIZZES AND EXAMINATIONS****Quizzes**

Announced quizzes — written tests of an hour or less — are given at intervals throughout most courses. The number of quizzes and their length are determined by the instructor. Unannounced quizzes may also be included in the work of any course. If a student is absent without previous excuse from a quiz, she may be penalized at the discretion of the instructor. If a student has been excused from a quiz because of illness or some other emergency, a make-up quiz is often arranged. The weight is decided by the instructor.

**Final Examinations/  
Papers in Lieu  
of Examinations**

An examination is required of all students in undergraduate courses, except when the work for the course is satisfactorily tested by other means. If a student fails to appear at the proper time for a self-scheduled, scheduled or deferred examination, or fails to return a take-home exam, she is counted as having failed the examination.

**Deferred Examinations**

A student may have an examination deferred by her dean only in the case of illness or some other emergency. When the deferral means postponement to a date after the conclusion of the examination period, she must take the examination at the next Deferred Examination Period.

**Deadlines,  
Extensions and  
Incompletes for  
Written Work**

Within the semester, the instructor in each course is responsible for setting the date when all written reports, essays, critical papers and laboratory reports are due. The instructor may grant permission for extensions within the semester; the written permission of the dean is not required, although instructors may ask students to inform their dean of the extension or may themselves inform the dean that they have granted an extension.

All essays and written reports in any course must be submitted to the instructor no later than the last day of classes in each semester. In special cases when a student has been prevented from completing her work due to circumstances beyond her control, with the joint written permission of the instructor and her dean, the date for handing in a piece of written work may be extended beyond the last day of classes, and the date for handing in a paper in lieu of



examination may be extended beyond the examination period. In these cases, the student must request an extension slip from her dean, take it to the instructor for approval and signature, and return it to her dean.

When written extensions are submitted to the registrar by the student's dean, the instructor submits a grade of Incomplete, which is temporarily recorded on the transcript. If the student does not meet the date set in her extension, and does not request and receive a further extension, the instructor is required to submit a final grade. When official extensions are not received by the registrar from the dean, and the instructor submits a grade of Incomplete or fails to submit a grade, that grade is temporarily recorded on the transcript as an Unauthorized Incomplete. No grade, except a failure, can be recorded in place of an Unauthorized Incomplete without an extension or other appropriate action taken jointly by the student's dean and instructor.

Seniors must submit all written work at least 48 hours before the time senior grades are due in the Office of the Registrar. Extensions beyond that date cannot be granted to any senior who expects to graduate that year.

Specific dates for all deadlines are published and circulated by the registrar. It is the student's responsibility to inform herself of these dates.

**Senior  
Deadlines**

**Dates**

Grading Scale	Letter Grade Equivalent	Explanation
4.0	A	MERIT: Merit grades range from 4.0 (outstanding) to 2.0 (satisfactory). Courses in which students earn merit grades can be used to satisfy the major and curricular requirements.
3.7	A-	
3.3	B+	
3.0	B	
2.7	B-	
2.3	C+	PASSING
2.0	C	
1.7	C-	
1.3	D+	
1.0	D	
0.0	F	FAILING

**GRADING  
SYSTEM**

Changes of grades that have been entered on the transcript are made only by vote of the faculty at faculty meetings. The request to the faculty is made by the instructor. Students who have questions about grades should direct them to the instructor.

**Changes of  
Grades**

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**Merit Rule**

A student must attain grades of 2.0 or higher in at least one-half of the total number of courses taken while at Bryn Mawr. She may be excluded from the College at the close of any semester in which she has failed to meet this requirement and is automatically excluded if more than one-half of her work falls below 2.0 at the close of her junior year. A student who is excluded from the College is not eligible for readmission.

**Standard of  
Work in the  
Major Subject**

Every student working for an A.B. degree is expected to maintain grades of 2.0 or higher in all courses in her major subject. No student may choose as her major subject one in which she has received a grade below 1.0 or one in which her average is below 2.0.

A student receiving a grade below 2.0 in any course in her major subject is reported to the Undergraduate Council and may be required to change her major.

At the end of the junior year, a student having a major subject average below 2.0 must change her major. If she has no alternative major, she is excluded from the College and is not eligible for readmission.

**Undergraduate  
Council**

The Undergraduate Council reviews the records of all students whose work has failed to meet the academic standards of the College. A student's record is brought to the attention of the council when she has incurred a failure or NC following a previous failure or NC, or when her work has failed to meet either the general standards embodied in the Merit Rule or the specific standards in the major subject. The Undergraduate Council also reviews the record of any student whose work has seriously deteriorated.

A student whose record is brought before the council has a consultation with her dean and receives a letter specifying the standards she must meet by the end of the following semester. A student whose record has been reviewed by the council is put on probation the following semester, or the semester of her return if she has been asked to withdraw, and may be required to meet regularly with her dean. Faculty members are requested to submit mid-semester reports for students whose work has been unsatisfactory. Students who meet the standards specified by the council during the semester on probation are then no longer on probation.

Any student whose record is reviewed by the council may be required to withdraw from the College and present evidence that she can do satisfactory work before being readmitted. The council may also recommend to the president that the student be excluded

from the College. An excluded student is not eligible for readmission to the College.

The A.B. degree may be conferred *cum laude*, *magna cum laude*, and *summa cum laude*.

In calculating the grade point average, grades behind CR, NC or NNG are *not* included. Summer school grades from Bryn Mawr earned on this campus *are* included, as are summer school grades from Avignon and Florence. No other summer school grades are included. Term-time grades from Haverford College, Swarthmore College and the University of Pennsylvania earned on the exchange *are* included. Term-time grades transferred from other institutions are *not* included.

In calculating the grade point average, grades behind CR, NC or NNG *are* included. Summer school and term-time grades are included or not, as for *cum laude*.

The degree is awarded *summa cum laude* to the 10 students with the highest grade point average in the class, providing they are 3.80 or higher. Grades behind CR, NC or NNG *are* included. Summer school and term-time grades are included or not, as for *cum laude*.

All requests for transfer credit must be approved by the Transfer Credit Committee. Credit may be transferred for liberal arts courses taken at accredited four-year colleges and universities, provided that the student earns grades of 2.0 or C (C- grades are not acceptable for transfer credit) or better in these courses. Work done at approved foreign institutions is also accepted for transfer credit; in cases where numerical or letter grades are not given, the Transfer Credit Committee considers written evaluations of the student's work to determine whether she has earned the equivalent of at least 2.0 grades for this work. Grades earned in courses accepted for transfer credit are not included in the grade point average.

A student wishing transfer credit must submit an official transcript to the registrar. A student who wishes to meet College requirements (such as the College Seminars, mathematics, language or divisional requirements) at Bryn Mawr with courses taken elsewhere during the academic year must obtain approval from her dean or the registrar. In some cases, the student may be asked to obtain the approval of the appropriate department.

Credit is calculated on an hour-for-hour basis. Four semester hours are the equivalent of one unit of credit. Students taking a semester or year of coursework away from Bryn Mawr must take the normal full-time course load at the institution they are attending

**DISTINCTIONS**

*Cum laude*  
**G.P.A. 3.40**

*Magna cum laude*  
**G.P.A. 3.60**

*Summa cum laude*  
**G.P.A. 3.80**

**CREDIT FOR  
WORK DONE  
ELSEWHERE**

**Transfer Credit  
Committee**

**Calculation of  
Credit**

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in order to receive a semester (four units) or a year (eight units) of transfer credit. Usually 15 or 16 semester hours, or between 22 and 24 quarter hours, is the equivalent of four units at Bryn Mawr; between 30 and 32 semester hours, or 45 and 48 quarter hours, is the equivalent of eight units at Bryn Mawr. Students who complete less than a full-time program with grades of at least 2.0 or C receive proportionally less transfer credit.

A student who wishes to spend a semester or a year away from Bryn Mawr as a full-time student at another institution in the United States should have the institution and her program approved in advance by her dean, major adviser and other appropriate departments. A student who plans foreign study needs the approval of the Foreign Study Committee in addition to that of her dean, major adviser and other appropriate departments.

Students who transfer to Bryn Mawr from another institution may transfer a total of eight units. Exceptions to this rule for second-semester sophomores and for juniors are considered at the time of the student's transfer application.

Students may use work that is not transferred for credit to satisfy College requirements, provided that such work would meet the standards for transfer credit.

#### **Summer School**

A student who wishes to present summer school work for credit must obtain advance approval of her plans from her dean and must submit an official transcript to the registrar. No credit is given for a course graded below 2.0 or C (C- grades are not acceptable). Credit is calculated as closely as possible on an hour-for-hour basis. A total of no more than four units earned in summer school may be counted toward the degree; of these, no more than two units may be earned in any one summer.

#### **Credit for College Work Done Before Graduation from Secondary School**

Students may receive no more than two units of transfer credit for courses taken prior to graduation from secondary school, provided that these courses were not counted toward secondary school graduation requirements. Requests for transfer credit for work done prior to secondary school graduation are subject to the same provisions and procedures as all other requests for transfer credit.

#### **DEPARTURE FROM THE COLLEGE**

Every student who leaves Bryn Mawr prior to graduation must see her dean and complete a Notice of Departure. For a student departing during the academic year, some fees may be refundable. The specific dates of the refund schedule are published annually and are available in the Office of the Comptroller. For resident students, the date of departure is the date on which keys are



returned to the Office of Public Safety. The comptroller does not calculate a refund until notice is received that keys have been returned.

A student who is in good academic standing at the College may apply to her dean for a leave of absence. (A student who loses her good standing after having been granted a leave of absence will normally be required to change her status to “withdrawn.”) A leave may be requested for one or two semesters and, once approved, reinstatement is granted contingent on residential space available at the time a student wishes to return to the College. Application should be made in writing by June 15 of the academic year preceding the requested leave (or November 1 for a second-semester leave). The deans and members of the student’s major department review any questions raised by the student or her dean regarding the approval of leave. A student should confirm her date of return, by letter to her dean, by March 1 preceding return for the fall semester and by December 1 for return in the spring semester.

**Academic  
Leaves of  
Absence**

A student may extend her leave of absence for one additional semester beyond the originally agreed upon date of return, with her dean’s permission. Application must be made in writing by June 15 of the academic year preceding the requested extension (or by November 1 for a second-semester extension). A student who does not return after a leave without permission for an extension, or who does not return after an extension of leave, is withdrawn from the College and must apply for readmission.

**Extending  
Leaves of  
Absence**

For academic regulations on medical and psychological leaves, please refer to page 35.

A student whose behavior disrupts either the normal conduct of academic affairs or the conduct of life in the residence halls may be asked to withdraw by the dean of the Undergraduate College, in consultation with the student’s dean and, if appropriate, the chair of the student’s major department. If the student wishes to appeal the decision, a committee consisting of three faculty members from the Executive Committee of the Undergraduate Council, the president of the Self-Government Association and the head of Honor Board hears the student, the dean and, when appropriate, the student’s department chair. The committee makes its recommendations to the president of the College; the president’s decision is binding. In cases of required withdrawal, no fees are refunded.

**Required  
Withdrawal**

Students who withdraw, whether by choice or as a result of the above procedures, must apply for readmission if they wish to return. Students who wish to return from withdrawal should request an application for readmission from their dean.

**Applying for  
Readmission**



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**ACADEMIC  
REGULATIONS AT  
NEIGHBORING  
INSTITUTIONS**

Bryn Mawr students in Haverford courses are subject to Haverford regulations as applied and interpreted by the Haverford deans. For the purposes of these regulations, a course is defined as a Haverford or Bryn Mawr course solely on the basis of its designation in the course list ("B" for Bryn Mawr and "H" for Haverford), not the campus on which it is taught.

Bryn Mawr students enrolled in courses at these institutions are subject to the regulations of these institutions. It is the student's responsibility to inform herself about these regulations.

*Coordinator:*

E. Jane Hedley

*Steering Committee:*

Carol L. Bernstein

Jane Caplan

Linda Caruso-Haviland

Alison Cook-Sather

Michelle M. Franci

Paul Grobstein

Gail C. Hemmeter

Joseph E. Kramer

George S. Pahomov

Stephen G. Salkever

For a description of the College Seminar Program, see page 15.

Seminars offered in recent years include:

**The Dance of the Spheres: The Interplay Between the Arts  
and the Sciences in the Search for Knowledge**

**COLLEGE  
SEMINAR I**

Using models and experiences from the sciences, arts and literature, this course explores the varied and often unexpected interplay of different ways of knowing that have come to characterize the Western intellectual tradition. Among the questions to be considered: how do we as individuals and as cultures grow in our knowledge of ourselves and the universe; how do the ways of knowing that we construct affect what we know; are all ways of knowing created equal?

**Female or Male: What Difference Does It Make?**

What does it mean to be male or female? Starting with a biological perspective on the question, the course looks at various ways in which maleness and femaleness are (or have been supposed to be) played out in the cognitive, emotional and moral behavior of boys and girls, men and women.

**Higher Education**

Consideration of a variety of theoretical and personal accounts of the central questions of our own enterprise: What different things can we mean by "education?" Why a college education? For whom? For what?

**Human Understanding in a Material World**

A consideration of the similarities, complementarities and differences between scientific and literary perspectives on the human

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condition, with a focus on such questions as the nature of truth and reality, and the relation between physical reality and the pictures of it generated by the human mind.

### **Ideas of Culture**

A consideration of various ways of talking about cultures — travelers' accounts, ethnographies, discussions of high and low culture, urban cultures and the meaning of culture in an age of multiculturalism.

### **Religion and Public Life in America**

An examination of a variety of answers to the question, "What should be the relationship between religion and politics?" with primary reference to the contemporary United States. What can we make of the coming together of a multiplicity of religious communities within a political order apparently based on Enlightenment rationality?

### **Technology and Culture**

An exploration of several approaches — fictional, historical and scientific — to understanding and evaluating the complex relationship of technology and modern culture.

## **COLLEGE SEMINAR II**

### **Finding the Bias: Tracing the Self Across Contexts**

A variety of literary, historical and analytic texts are used to explore the problem of "finding a bias," of developing a critical perspective and crafting a self within the context of the various facts, ideas, experiences and relationships that set the terms of our identities.

### **The Concept of Time**

A study of the ways of thinking about and representing the experience of time, working through a variety of philosophical, literary and scientific texts and other media.

### **Understanding Change: Uncertainty and Objectivity in the Ancient, Modern and Postmodern West**

Can a changing world be understood objectively, or are we limited by whatever subjective perspective we bring to the task of understanding? Or both? This question is considered in a variety of theoretical and literary contexts, from the present-day controversies about deconstruction and the natural sciences to Nietzsche, Descartes and Plato.

# Praxis Program

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*Coordinator for Undergraduate Internships and Research Activities:*

Jan Newberry

*Director of Community Service:*

Jennifer Nichols

*Fieldwork Placement Coordinators:*

Nell Anderson

Alec Brownlow

The following descriptions are intended as guidelines and may be tailored to suit individual situations. Praxis-style courses taken at other institutions are subject to prior approval by the Praxis Office and faculty supervisor. For a description of the Praxis Program, see page 15.

A Praxis I Departmental Course uses fieldwork as a form of experiential learning to enrich the study and understanding of a single disciplinary topic. Fieldwork typically constitutes 25 percent of total coursework assigned. Students typically complete one 3-4 hour fieldsite visit a week. Students are eligible for Praxis I courses according to departmental guidelines.

## **PRAXIS I — DEPARTMENTAL COURSES**

A Praxis II Interdepartmental Seminar is a multidisciplinary course combining more substantial fieldwork with an academic focus on a central topic (e.g., geographic location, historical period, social issue, etc.) studied from several disciplinary perspectives. Fieldwork typically constitutes 50 percent of total coursework assigned. Students typically complete two 3-4 hour fieldsite visits a week. Praxis II courses are available to sophomore and higher-level students who are in good academic standing.

## **PRAXIS II — INTER- DEPARTMENTAL SEMINAR**

A Praxis III Independent Study places fieldwork at the center of a supervised learning experience. Fieldwork is supported by appropriate readings and regular meetings with a faculty member who must agree in advance to supervise the project. Faculty are not obligated to supervise Praxis III courses and may decline. Only a small percentage of students will take advantage of the Praxis III option, and departments may limit the number of Praxis III courses that a faculty member may supervise.

## **PRAXIS III — INDEPENDENT STUDY**

Students who plan to undertake a Praxis III Independent Study must submit a proposed learning plan at preregistration. The learning plan describes the student's project, all stipulated work and a proposed fieldsite. The plan must be completed in consul-

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tation with a supervising faculty member and approved by a Praxis field-placement coordinator. Students are encouraged to visit the Praxis Office to discuss possible field placements, although they are not discouraged from developing their own fieldsites.

Fieldwork typically constitutes 75 percent of total coursework assigned, with students typically completing three 3-4 hour field-site visits a week. Praxis III courses are available to sophomore and higher-level students who are in good academic standing. No student may take more than two Praxis III courses during her time at Bryn Mawr.



## **AREAS OF STUDY**

# Areas of Study 2001-02

## *Areas of Study Definitions*

### **Major**

In order to ensure that the student's education involves not simply exposure to many ideas and disciplines but development of competence and some degree of mastery in at least one, she must choose a major subject at the end of sophomore year. With the guidance of the departmental advisor, students plan an appropriate sequence of courses.

The following is a list of major subjects:

Anthropology  
Astronomy (at Haverford College)  
Biology  
Chemistry  
Classical and Near Eastern Archaeology  
Classical Languages  
Comparative Literature  
East Asian Studies  
Economics  
English  
Fine Arts  
French and French Studies  
Geology  
German and German Studies  
Greek, Latin and Classical Studies  
Growth and Structure of Cities  
History  
History of Art  
Italian  
Mathematics  
Music (at Haverford College)  
Philosophy  
Physics  
Political Science  
Psychology  
Religion (at Haverford College)  
Romance Languages  
Russian  
Sociology  
Spanish

### **Minor**

The minor typically consists of six courses, with specific requirements determined by the department. A minor is not required for the degree. See page 18 for a list of subjects in which students may elect to minor.

### **Concentration**

The concentration is a cluster of classes within the major department or from several departments outside the major that helps focus a student's work on a specific area of interest. A concentration is not required for the degree. See page 18 for a list of concentrations.

## *Key to Course Numbers*

### **001-099**

Elementary and intermediate courses. With the exception of Greek 001 and Russian 001, these courses are not part of the work in the major.

### **100-199**

First-year courses.

### **200-299**

Second-year courses.

### **300-399**

Advanced courses in the major.

### **400-499**

Special categories of work (e.g., 403 for a unit of supervised work).

Some of the courses listed together (e.g., French 001-002) are full-year courses. Students must complete the second semester of a full-year course in order to receive credit for both semesters. Full-year courses are indicated by the phrase "both semesters are required for credit" in the course description. Other

courses listed together (e.g., History 201, 202) are designed as two-semester sequences, but students receive credit for completing either semester without the other.

A semester course carries one unit of credit and is the equivalent of four semester hours or six quarter-hours. Some courses carry one-half unit each semester; students should check the course guide for unit listing.

Selected Haverford College courses are listed in this catalog when applicable to Bryn Mawr programs. Consult the Haverford catalog for full course descriptions. Students should consult their deans or major advisers for information about Swarthmore College, University of Pennsylvania and Villanova University courses pertinent to their studies. Catalogs and course guides for Swarthmore, Penn and Villanova are available in the Dean's Office.

*Listed in each department are courses that have been offered in the last four years, most of them on a regular basis. Whenever possible, courses that will not be offered in the current year are so noted. Additional information, indicating regular scheduling patterns for certain courses, is also provided whenever possible.*

For the most up-to-date information on courses, students should consult the College Web site at [www.brynmawr.edu/academics/course\\_descriptions.shtml](http://www.brynmawr.edu/academics/course_descriptions.shtml) or the Bryn Mawr-Haverford Course Guide, which is published at the time of pre-registration for the fall semester. Each course description includes information about prerequisites. In parentheses following the description are the name(s) of the instructor(s), the College requirements that the course meets, if any, and information on cross-listing.

## **Key to Requirement Indicators**

### **Quantitative Skills**

Indicates courses that meet the requirement for work in Quantitative Skills.

### **Division I**

Indicates courses that meet part of the divisional requirement for work in the social sciences.

### **Division III**

Indicates courses that meet the laboratory science part of the divisional requirement for work in the natural sciences and mathematics.

### **Division II**

Indicates courses that meet part of the divisional requirement for work in the natural sciences or mathematics, but not the laboratory science part of the Division II requirement.

### **Division III**

Indicates courses that meet part of the divisional requirement for work in the humanities.

### **Division I or III**

Indicates courses that can be used to meet part of the divisional requirement for work in either the social sciences or the humanities.

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## Africana Studies

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### *Coordinators:*

Linda-Susan Beard

Koffi Anyinéfa, *at Haverford College*

### *Affiliated Faculty:*

Michael H. Allen

Koffi Anyinéfa, *at Haverford College*

Richard J. Ball, *at Haverford College*

Linda-Susan Beard

Kimberly Benston, *at Haverford College*

Vernon Dixon, *at Haverford College*

Richard S. Ellis

Steve Ferzacca

Richard Freedman, *at Haverford College*

Ignacio Gallup-Díaz

Harvey Glickman, *at Haverford College*

Mark Gould, *at Haverford College*

Francis L. Higginson

Tracey Hucks, *at Haverford College*

Paul Jefferson, *at Haverford College*

Madhavi Kale

Phil Kilbride

Emma Lapsansky, *at Haverford College*

Stephen J. McGovern, *at Haverford College*

Rajeswari Mohan, *at Haverford College*

Janet M. Monge

Robert Mortimer, *at Haverford College*

Elaine Mshomba

Harriet B. Newburger

Kalala Ngalamulume

Zolani Ngwane, *at Haverford College*

Mary J. Osirim

Juana Maria Rodriguez

Michael Sells, *at Haverford College*

Gus T. Stadler, *at Haverford College*

Michael Tratner

Sharon R. Ullman

Robert E. Washington

### *Bi-Co Africana Bibliographers:*

Florence Goff

Mary Lynn Morris, *at Haverford College*

### *Bryn Mawr's African Art and Ethnography Collections:*

Carol W. Campbell

Tamara K. Johnston

Eric Pumroy

Africana Studies is a developing synthetic field that brings a global frame of reference and a variety of disciplinary perspectives to the study of Africa and the African diaspora. Drawing on the methods of anthropology, economics, history, literature studies and linguistics, music, philosophy, political science and sociology, the field also encompasses the study of decolonization and the processes of modernization and development against a background of international economic change, both in Africa and in societies worldwide with populations of African origin.

Africana Studies is a bi-college program, supported jointly by faculty at both Bryn Mawr and Haverford Colleges. Haverford offers Africana Studies as an area of concentration anchored in the student's major with additional courses taken in at least two other departments. Bryn Mawr offers Africana Studies as a minor that the student can combine with any major.

### *Consortium of Universities*

The bi-college Africana Studies Program is also part of a U.S. Department of Education consortium that includes the University of Pennsylvania and Swarthmore College. Bryn Mawr and Haverford have the distinction of belonging, with Swarthmore, to the only Africana Studies national consortium that brings together a major research university and liberal arts colleges. As a result of this alliance, students are able to complement offerings at Bryn Mawr and Haverford by tak-

ing courses for credit at all four consortium sites. This includes, for example, undergraduate courses in such areas as African dance and drumming or the study of African languages. Swahili is offered annually as a year-long course at Bryn Mawr. Bryn Mawr sponsors a study-abroad program at the University of Nairobi and participates, with consortium members and other colleges and universities, in similar programs in Zimbabwe, Ghana and Senegal. The bi-college program also offers students opportunities to do research in Zimbabwe, South Africa and Kenya under the guidance of Africana faculty members.

Both Bryn Mawr's minor and Haverford's concentration introduce students to theoretical perspectives and empirical studies of Africa and the African diaspora. In designing an intellectually coherent program, students are advised to organize their course work along one of several prototypical routes. Such model programs might feature:

1. Regional or area studies; for example, focusing on Brazil, the English-speaking Caribbean or North America.
2. Thematic studies; for example, exploring decolonization, class politics and/or economic development in West and East Africa.
3. Comparative studies; for example, reconstructing the forms and functions of slavery both in Africa and in Catholic and Protestant societies in the diaspora.

### *Minor Requirements*

The requirements for Africana Studies are the following:

1. Students take six semester courses from an approved list of courses in Africana Studies.

2. Students take the one-semester interdisciplinary course Bryn Mawr/Haverford General Studies 101: Introduction to Africana Studies.
3. Students write a senior thesis or seminar-length essay in an area of Africana Studies.

In addition to satisfying the above requirements, students concentrating in Africana Studies at Haverford must also satisfy a distribution requirement. Of the six courses that they take in Africana Studies, at least two but no more than three must be in their home department and the remaining three to four courses must be taken in at least two other departments.

Students are advised to enter this program by taking Bryn Mawr/Haverford General Studies 101: Introduction to Africana Studies. Students are expected to have completed this requirement by the end of the junior year. This course provides a foundation and a frame of reference for students continuing in Africana Studies. This introductory-level work provides students with a common intellectual experience.

The final requirement for the program is a senior thesis or its equivalent. If the student is majoring in a department that requires a thesis, she satisfies the requirement by writing on a topic approved by her department and by the coordinator/committee on Africana Studies. If the major department does not require a thesis, an equivalent written exercise — that is, a seminar-length essay — is required. The essay may be written within the framework of a particular course or as an independent study project. The topic must be approved by the instructor in question and by the coordinator/committee on Africana Studies.



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Africana Studies courses currently offered at Bryn Mawr include:

Anthropology

- 228. East African Social, Political and Cultural Development
- 253. Childhood in the African Experience
- 341. Cultural Perspectives in Human Sexuality, Marriage and the Family

Classical and Near Eastern Archaeology

- 101. Introduction to Egyptian and Near Eastern Archaeology
- 230. Archaeology and History of Ancient Egypt

Economics

- 324. Seminar in Economics of Poverty and Discrimination

English

- 207. Big Books of American Literature
- 217. Latina/o Literature and Culture
- 219. The Ties that Bind: Reconstructing the History of Slavery in the Americas
- 234. Postcolonial Literature in English
- 246. Scribbling Sisters: Pan-African Women Writers
- 262. Survey in African-American Literature
- 263. Toni Morrison and the Art of Narrative Conjure
- 331. Queer Theory/Queer Literature
- 346. Modernisms
- 379. The African Griot(te)
- 381. Post-Apartheid Literature
- 392. National Bodies: Theories of Race, Gender and Sexuality in a Global Context

General Studies

- 103. Introduction to Swahili Language and Culture

History

- 200. History of Three Worlds: Intruders, Indians and Africans
- 243. Atlantic Cultures: Free African Communities in the New World
- 265. Colonial Encounters in the Americas, 1492-1800
- 303. Topics in American History
- 337. West African Social History: Witchcraft Ideology, Fears and Accusations/Trials
- 339. Atlantic Crossings: The Making of the African Diaspora, 1450-1800
- 349. Topics in Comparative History

Political Science

- 243. African and Caribbean Perspectives in World Politics

Sociology

- 207. The Nature of Prejudice: Intergroup Relations
- 217. The Family in Social Context
- 225. Women in Society: The Southern Hemisphere
- 232. Economics and Sociology of Urban Black America
- 311. Stability and Change in Modern Africa: A Comparative Study of Development in Nigeria and Zimbabwe
- 330. Comparative Economic Sociology: Societies of the North and South

Africana Studies courses at Haverford include:

Anthropology

- 155a. Themes in the Anthropology of Religion
- 205b. Social Anthropology
- 242a. Bantu Language and Culture
- 247a. Anthropology and Literature: Ethnography of Black South African Writing, 1888-1988

Comparative Literature  
262. Islamic Culture and Civilizations

Economics

- 215a. Urban Economics
- 226d. Agricultural Biotechnology in Developing Economies
- 227b. Economic Policy Reform in Developing Countries
- 228. Economics of the Third World Peoples of the United States
- 232. Economics and Sociology of Urban Black America
- 297. Economic Sociology: The Sociology and Economics of the Civil Rights Movement

English

- 261b. African-American Literature
- 263a. Nineteenth-Century American Women's Narrative
- 270. Portraits in Black: The Emergence and Influence of African-American Culture
- 271b. Race: Writing and Difference in American Literature
- 277a. Postcolonial Women Writers
- 363a. John Brown's Body

French:

- 250. Introduction la littérature francophone d'Afrique et des Caraïbes
- 312. Advanced Topics: La littérature de l'Afrique subsaharienne

General Programs

- 101a. African Civilizations: An Interdisciplinary Introduction to Africana Studies
- 235b. African Politics – National and International

History

- 243a. African-American Political and Social Thought

343. Topics in American Intellectual History

Music

- 227a. Jazz and the Politics of Culture

Philosophy

- 232. African-American Philosophy
- 245b. African Philosophy
- 356. Topics in Social and Political Philosophy

Political Science

- 123. American Politics: Difference and Discrimination
- 227. Urban Politics
- 235a. African Politics: National and International
- 236b. African Politics: Africa in U.S. Policy

Religion

- 231a. Religious Themes in African-American Literature
- 232a. African-Derived Religions in South America and the Caribbean
- 242a. African-American Religions in North America
- 330a. Seminar in the History of African-American Women
- 331a. Seminar in African Philosophy
- 332b. Seminar in Theoretical Approaches to the Study of Black Religion

Sociology:

- 235b. Class, Race and Education

Spanish:

- 340a. The Moor in Spanish Literature

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## Anthropology

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### *Professors:*

Richard S. Davis, *Chair*  
Philip L. Kilbride

### *Assistant Professors:*

Mary M. Doi  
Steve Ferzacca

### *Senior Lecturer:*

Janet M. Monge

### *Affiliated Faculty:*

Gary W. McDonogh

Anthropology is a holistic study of the human condition in both the past and the present. The anthropological lens can bring into focus the social, cultural, biological and linguistic variations that characterize the diversity of humankind throughout time and space. The frontiers of anthropology can encompass many directions: the search for early human fossils in Africa, the excavations of prehistoric societies and ancient civilizations, the analysis of language use and other expressive forms of culture, or the examination of the significance of culture in the context of social life.

### *Major Requirements*

Requirements for the major are Anthropology 101, 102, 303, 398, 399, an ethnographic area course that focuses on the cultures of a single region, and four additional 200- or 300-level courses in anthropology. Students are encouraged to select courses from each of four subfields of anthropology (e.g., archaeology, bio-anthropology, linguistics, sociocultural).

Students may elect to do part of their work away from Bryn Mawr. Courses that must be taken at Bryn Mawr include Anthropology 101, 102 (103 at Haverford), 303, 398 and 399.

### *Honors*

Qualified students may do departmental honors in their senior year. Honors are based on the quality of the senior thesis (398, 399). Units of independent work may be taken with the approval of the instructor in the department.

### *Minor Requirements*

Requirements for a minor in anthropology are 101, 102, 303, one ethnographic area course, and two additional 200- or 300-level courses in anthropology.

### *Concentration in Environmental Studies*

The Anthropology Department participates with other departments in offering a concentration within the major in Environmental Studies (see page 165).

### **101. Introduction to Anthropology: Archaeology and Human Relations**

The place of humans in nature, human evolution and the history of culture to the rise of early civilizations in the Old and New Worlds. (Davis, Monge, Division I)

### **102. Introduction to Anthropology: Cultural Anthropology**

An introduction to the methods and theories of cultural anthropology in order to understand and explain cultural similarities and differences among contemporary societies. (Doi, staff, Division I)

### **106. Sex and Gender in Cross-Cultural Perspectives**

Studies a variety of societies including the United States to explore how people distinguish between "male" and "female." Examines biological and cultural explanations of difference and inequality using anthropological models of kinship, economics, politics and the expressive arts. (Doi, Division I)

*Not offered in 2001-02.*

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**185. Urban Culture and Society**  
(McDonogh, Division I; cross-listed as Growth and Structure of Cities 185)

**201. Philosophy of Social Science:  
Introduction to Cultural Analysis**

An examination of the relation between the philosophical theory of relativism and the methodological problems of cross-cultural investigation. Selected anthropological theories of culture are evaluated in terms of their methodological and philosophical assumptions with attention to questions of empathetic understanding, explanation, evidence and rational assessment. Prerequisite: Anthropology 102 or another introductory course in the social sciences or philosophy, or permission of instructor.

(Kilbride, Krausz, Division I or III; cross-listed as Philosophy 210)

*Not offered in 2001-02.*

**203. Human Ecology**

The relationship of humans with their environment; culture as an adaptive mechanism and a dynamic component in ecological systems. Human ecological perspectives are compared with other theoretical orientations in anthropology. Prerequisites: Anthropology 101, 102 or permission of instructor.

(Davis, Division I)

**206. Conflict and Conflict Management: A Cross-Cultural Approach**

(Ross, Division I; cross-listed as Political Science 206)

**207. Expressive Arts and Social Change**

Students will explore relationships of artists to society by examining how the expressive arts shape, and are shaped by, social change. Questions will explore

how various societies define "public" and "private" domains, the social production and reproduction of "history" and "memory," and the impact of state patronage on expressive forms. Prerequisite: Anthropology 102 or equivalent, or permission of instructor.

(Doi, Division I; cross-listed as Arts Program — Dance 207)

**208. Human Biology**

A traditional focus in physical anthropology, human biology encompasses an overview of how humans, as individuals and populations, are similar and different in their biology, and how this can be studied and understood. We consider the relationships between human populations and their environment, integrating aspects of human physiology, demographic ecology and human genetics, both at the molecular and population levels. Prerequisite: Anthropology 101 or permission of instructor. (Monge, Division I)

**209. Human Evolution**

The position of humans among the primates; processes of biocultural evolution; the fossil record; and contemporary distributions of varieties of humans. Prerequisite: Anthropology 101 or permission of instructor. (Monge, Division I)

**210. Medical Anthropology**

An examination of the linkages between culture, society, disease and illness. A wide range and distribution of health-related experiences, discourse, knowledge and practice among different societies and among different positionings within society are considered. Sorcery, witchcraft, herbal remedies, healing rituals, folk illnesses, modern disease, scien-



tific medical perception, clinical technique and epidemiology are examined as diagnoses and therapies embedded within social forms and practices that are culturally informed and anchored in a particular historical moment. Prerequisite: Anthropology 102 or permission of instructor. (Ferzacca, Division I)

*Not offered in 2001-02.*

### **212. Primate Evolution and Behavior**

An exploration of the aspects of the biology and behavior of living primates as well as the evolutionary history of these close relatives. The major focus of this study is to provide the background upon which human evolution is best understood. (Monge, Division I)

*Not offered in 2001-02.*

### **213. Food and Human Bio-Cultural Evolution**

An exploration of the nature and the adaptive context of the human-food interplay from the beginning of the human line in tropical Africa to the appearance of modern humans in virtually all global environments. Emphasis is placed on the nature and evidence for human food-getting behavior through time and the attendant human biological influences and modifications. Prerequisites: Anthropology 101, 102 or permission of instructor. (Davis, Monge, Division I) *Not offered in 2001-02.*

### **220. Methods and Theory in Archaeology**

An examination of techniques and theories archaeologists use to transform archaeological data into statements about patterns of prehistoric cultural behavior, adaptation and culture change. Theory development, hypothesis formulation, gathering of archaeological data and their

interpretation and evaluation are discussed and illustrated by examples; theoretical debates current in American archaeology are reviewed; and the place of archaeology in the general field of anthropology is discussed. Prerequisite: Anthropology 101 or permission of instructor. (Davis, Division I)

*Not offered in 2001-02.*

### **222. Expressive Arts and the Politics of Identity in Central Asia**

An introduction to the diverse peoples and rich cultures of Central Asia. Explores relationships between the expressive arts and the bases of identity such as religion, gender and nationality. Includes case studies of the influence of Islam on women in performing arts, the arts as tools of social reform in Soviet Central Asia, and the importance of cultural production in nation-building in post-Soviet Central Asia. Prerequisite: Anthropology 102 or permission of instructor. (Doi, Division I)

### **223. Anthropology of Dance**

An overview of anthropological theories and methods for studying dance and human movement. Issues about group membership, symbolic behavior, gender and political hegemony acquire novel ramifications when asked in the context of dance. Students try their hands at dance making and writing about dance to explore these issues as participants and scholars in addition to reading case histories examining dance in the United States, New Guinea, the Philippines, Brazil and Hawaii. Prerequisites: Anthropology 102, 106, Dance 140, 240, 241, or permission of instructor. (Doi, Division I or III; cross-listed as Arts Program – Dance 223)

*Not offered in 2001-02.*



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**224. Anthropology of Law**

Introduces students to the anthropology of law. Critical issues about anthropological theory and method arise in attempting to define what "law" is, and whether and how diverse legal systems can be examined cross-culturally. Prerequisite: Anthropology 102 or equivalent, or permission of instructor. (Doi, Division I)

**225. Paleolithic Archaeology**

A study of the Paleolithic archaeological record from Europe, Asia and Africa, focusing on the dynamics of cultural evolution; cultural and natural transformations leading to the Neolithic Revolution are also examined. Laboratory work with prehistoric materials is included. Prerequisite: Anthropology 101 or permission of instructor. (Davis, Division I)

**228. East African Social, Political and Cultural Development**

An examination of various problems of East African development: urbanization, poverty, social deviance, class inequality, capitalist business enterprises, ethnic divisions, governmental mismanagement and corruption, popular culture and the economic role of women. Implications of social change for children are included. Methodology emphasizes anthropological ethnographic techniques and findings. (Kilbride, Washington, Division I; cross-listed as Sociology 228)

**229. Comparative Urbanism**

(McDonogh, Division I; cross-listed as Growth and Structure of Cities 229 and East Asian Studies 229)

**231. Cultural Profiles in Modern Exile.**

(Seyhan, Division III; cross-listed as Comparative Literature 231 and German and German Studies 231)

**236. Evolution**

A lecture/discussion course on the development of evolutionary thought, generally regarded as the most profound scientific event of the 19th century; its foundations in biology and geology; and the extent of its implications to many disciplines. Emphasis is placed on the nature of evolution in terms of process, product, patterns, historical development of the theory, and its applications to interpretations of organic history. Lecture three hours a week. Prerequisite: a 100-level science course or permission of instructors. (R. Davis, Gardiner, Saunders; cross-listed as Biology 236 and Geology 236)

**240. Traditional and Pre-Industrial Technology**

An examination of several traditional technologies, including chipped and ground stone, ceramics, textiles, metallurgy (bronze), simple machines and energy production; emphasizing the physical properties of various materials, production processes and cultural contexts both ancient and modern. Weekly laboratory on the production of finished artifacts in the various technologies studied. Prerequisite: permission of instructor. (Davis, Division I)

**246. Women's Narratives on Modern Migrancy, Exile and Diaspora**

(Seyhan, Division III; cross-listed as Comparative Literature 245 and Growth and Structure of Cities 246)

*Not offered in 2001-02.*

**251. Ethnography of Southeast Asia**

An introduction to the social and cultural complexity of a region, Southeast Asia, which includes Myanmar (Burma), Thailand, Cambodia, Vietnam, Malaysia, Brunei, Indonesia and the Philippines.

Classic and contemporary ethnographies explore both the diversity and similarities among groups that inhabit this region. Topics include subsistence strategies and economies, forms of social organization, expressive cultures, cultural practices and contemporary political developments. (Ferzacca, Division I)  
*Not offered in 2001-02.*

### **252. Global/Local Perspectives on Asian-American Identities**

This course examines Asian-American identity formations from an anthropological perspective that simultaneously holds in view the global and local processes affecting these formations. Topics include migration, diaspora, citizenship, discrimination and identity as features of global/local social forms and practices that have consequences in the lives of Asian-Americans. A combination of ethnography, historical sources, literature, film, music, dance and other expressive forms of culture will be used to explore these issues. Prerequisites: social sciences major, Anthropology 102, ethnic studies independent major, or permission of instructor. (Ferzacca, Chakravorty, Division I) *Not offered in 2001-02.*

### **253. Childhood in the African Experience**

An overview of cultural contexts and indigenous literatures concerning the richly varied experience and interpretation of infancy and childhood in selected regions of Africa. Cultural practices such as pregnancy customs, naming ceremonies, puberty rituals, sibling relationships and gender identity are included. Modern concerns such as child abuse, street children and other social problems of recent origin involving children are considered in terms of theoretical

approaches current in the social sciences. Prerequisites: anthropology major, any social sciences introductory course, Africana Studies concentration, or permission of instructor. (Kilbride, Division I)  
*Not offered in 2001-02.*

### **303. History of Anthropological Theory**

A consideration of the history of anthropological theories and the discipline of anthropology as an academic discipline that seeks to understand and explain society and culture as its subjects of study. Several vantage points on the history of anthropological theory are engaged to enact an historically-charged anthropology of a disciplinary history. Anthropological theories are considered not only as a series of models, paradigms or orientations, but as configurations of thought, technique, knowledge and power that reflect the ever-changing relationships among the societies and cultures of the world. Prerequisite: at least one additional anthropology course at the 200 or 300 level. (Kilbride, Division I)

### **304. Modernism and Postmodernism**

An advanced seminar for seniors that considers the claim that modernist projects in anthropology invoked a "political and epistemological crisis" for which postmodernist undertakings in ethnography provide a response. Features of modernism and modernity, postmodernism and postmodernity are explored using a combination of theory and ethnography. Prerequisite: Anthropology 303 or permission of instructor. (Ferzacca, Division I)

### **323. Clinical Encounter**

An exploration of major theories, methodological issues and conceptual frameworks informing the practice of

medical anthropology in clinical and community settings. Case materials are drawn from research in North America and Europe. The clinical encounter, broadly defined to include medical clinics and community services, is considered as a social process and therefore open to ethnographic inquiry. Prerequisite: Anthropology 210 or permission of instructor. (Ferzacca, Division I)  
*Not offered in 2001-02.*

**335. Elite and Popular Culture**  
(McDonogh, Division I; cross-listed as Growth and Structure of Cities 335)

**336. Evolutionary Biology: Advanced Topics** (Gardiner, Monge, Saunders; cross-listed as Anthropology 336 and Geology 336)  
*Not offered in 2001-02.*

**341. Cultural Perspectives on Human Sexuality, Marriage and the Family**  
A consideration of various perspectives that inform our understanding of cross-cultural constructions of sexuality, marriage and the family. Sociobiology, deviance, feminism, social constructionism and cultural evolutionary approaches are compared using primarily anthropological-ethnographic case examples. Applications emphasize current U.S. socially-contested categories such as AIDS, plural marriage, gender diversity, divorce and rape. Prerequisite: biology, history or social sciences major, or feminist and gender studies concentration, or permission of instructor. (Kilbride, Division I) *Not offered in 2001-02.*

**350. Advanced Topics in Gender Studies**  
An intensive, comparative ethnographic investigation into gender differentiation

and gender hierarchy, emphasizing social, structural and symbolic dimensions, with attention to the implications of gender studies for anthropological theory and method. Prerequisites: a 200-level ethnographic area course or permission of instructor. (Doi, Division I)  
*Not offered in 2001-02.*

**359. Topics in Urban Culture and Society**  
(Ganti, Division I or III; cross-listed as Growth and Structure of Cities 360)

**360. Advanced Topics in Human Evolution**  
A seminar for advanced students in human evolutionary studies. Topics include discussions of all phases of human history from Plio/Pleistocene hominines to the appearance of *Homo sapiens sapiens*. Prerequisite: Anthropology 209 or permission of instructor. (Monge, Division I)  
*Not offered in 2001-02.*

**361. Advanced Topics in Political Anthropology**  
An overview of theoretical issues in political and legal anthropology with comparative analysis of ethnographic case studies of contemporary phenomena such as globalization, decolonization and transnationalism. Prerequisite: a 200-level ethnographic course or permission of instructor. (Doi, Division I)  
*Not offered in 2001-02.*

**398, 399. Senior Conferences**  
The topic of each seminar is determined in advance in discussion with seniors. Sections normally run through the entire year and have an emphasis on empirical research techniques and analysis of original material. Class discussions of work



in progress and oral and written presentations of the analysis and results of research are important. A senior's thesis is the most significant writing experience in the seminar. (staff, Division I)

#### **403. Supervised Work**

Independent work is usually open to junior and senior majors who wish to work in a special area under the supervision of a member of the faculty and is subject to faculty time and interest. (staff)

Haverford College currently offers the following courses in anthropology:

- 103a. Introduction to Anthropology**
- 110b. Anthropology of Food and Eating**
- 202b. Among Men: Social Construction of Masculinities**
- 210b. History and Theory of Anthropology**
- 244b. Anthropology of China**
- 247a. Anthropology and Literature: Ethnography of Black South African Writing, 1888-1988**
- 257a. Anthropology of Art**
- 257b. Ethnic Conflict**
- 261a. Memory, History, Anthropology**
- 270b. Psychoanalysis and Anthropology**
- 280a. Indigenous Movements (Meso-America)**
- 320a. Politics and the Imaginary**
- 322b. Field Methods in Peace and Conflict Studies**
- 350a. Social and Cultural Theory: Contested Identities — The Anthropology of Greece**
- 356b. Social and Cultural Theory: Levi-Strauss and Philippe Descola**
- 450a. Senior Seminar: Contemporary Theory and Practice**
- 450b. Senior Seminar: Supervised Research and Writing**

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## **Arts Program**

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#### *Senior Lecturers:*

Linda Caruso Haviland, *Director of Dance and Chair*  
Hiroshi Iwasaki  
Mark Lord, *Director of Theater on the Theresa Helburn Lectureship*  
Karl Kirchwey, *Director of Creative Writing*

#### *Lecturers and Adjunct Lecturers:*

David Brick, *Dance*  
James Dobner, *Creative Writing/Theater*  
Nancy Doyne, *Creative Writing*  
Harriet Powers, *Theater*  
Rachel Simon, *Creative Writing*

#### *Guest Lecturers in Creative Writing:*

Maureen Howard  
Phillip Lopate  
Lore Segal  
Lynne Sharon Schwartz

#### *Dance Staff:*

Renee Banson  
Myra Bazell  
Yasmin Goodman  
Corinne Karon  
Dolores Luis  
Rebecca Malcolm  
Linda Mintzer  
Jeannine Osayande  
Suzanne Slenn

Courses in the arts are designed to prepare students who might wish to pursue advanced training in their fields and for those who want to broaden their academic studies with work in the arts that is conducted at a serious and disciplined level.

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## CREATIVE WRITING

Courses in creative writing within the Arts Program are designed both for those who wish to develop their skills and appreciation of creative writing in a variety of genres (poetry, fiction, creative nonfiction, memoir, playwriting, screenwriting) and for students intending to pursue studies in creative writing at the graduate level. Any English major may include one Creative Writing course in the major plan. Non-English majors may pursue a minor as described below. While there is no existing major in Creative Writing, exceptionally well-qualified students have completed majors in Creative Writing through the Independent Major Program (see pages 65-66).

### *Minor Requirements*

Requirements for the minor in Creative Writing are six units of course work, generally including three required courses (159 plus any two of 260, 261, 263, 265, 266) and three elective, including at least one course at the 300 level (361, 362, 367). Students should consult with the Creative Writing Program director to ensure admission to the appropriate range of courses.

### *Concentration in Creative Writing*

English majors may elect a concentration in Creative Writing as part of the English major program (see page 152).

### **159. Introduction to Creative Writing**

This course is designed for students who wish to experiment with several kinds of creative writing: short fiction (with glances at creative nonfiction), poetry and drama. Priority will be given to interested first-year students; any additional spaces will be made available to

upper-year students with little or no prior experience in creative writing. Students will write or revise work every week; roughly four weeks each will be devoted to short fiction, poetry and drama. There will be in-class writing exercises as well as individual conferences for students with the instructor to discuss their progress and interests. Half of each week's class time will be spent discussing student work, and half will be spent discussing syllabus readings. (Kirchwey, Division III)

### **260. Writing Short Fiction I**

This course is designed to provide students with an introduction to fiction writing by focusing on the technical skills necessary to the production of first and subsequent drafts, and on the self-awareness necessary to all stages of the writing process. The primary goals are for students to explore the material and styles that most interest them, and to push their fiction to a new level of craft, so that over the semester their writing becomes clearer, more absorbing and more sophisticated. Writing requirements will include the following: every week, students will write in class, working from exercises presented by the instructor. Every third week, students will turn in a short story of six to 12 pages (or longer, with permission). (Simon, Division III).

### **261. Writing Poetry I**

This course will provide a semester-long survey of the formal resources available to students wishing to write poems in English, beginning with syllabic verse, accentual verse and accentual-syllabic (metered) verse, as well as free verse. Students will gain experience writing in a variety of verse forms (including cinquains, Anglo-Saxon accentual verse



and sonnets), and throughout the emphasis will be on helping the student locate herself/himself as part of an ongoing tradition of poets writing on particular subjects in particular voices and forms. The objective of the course will be to provide students with the skills to find a form and voice with which to express themselves. (Kirchwey, Division III)

**262. Playwriting I** (Dobner, Division III; cross-listed as Theater 262)  
*Not offered in 2001-02.*

**263. Writing Memoir**

The purpose of this course will be to provide students with practical experience in writing about the events, places and people of their own lives in the form of memoir. Initial class discussions will attempt to distinguish memoir from related literary genres such as confession and autobiography. The purpose of writing assignments and in-class discussion of syllabus readings will be to explore both the range of memoirs available for use as models (representative excerpts by writers including Elizabeth Bishop, Louise Bogan, Jacques Casanova, Benvenuto Cellini, Annie Dillard, Frederick Douglass, Edward Gibbon, James Merrill, Tim O'Brien, Ned Rorem and others will be considered) and such elements (often associated with fiction) as narrative voice and perspective, tone, plot, characterization and the use of symbolic and figurative language. (Kirchwey, Division III)

**264. Feature Journalism**

A consideration of the way feature journalism contributes to the construction of social reality. An introduction to news reporting is followed by a concentration on the preparation and writing of the feature article. While working on several

short documented features and one or two major articles during the semester, students in this class will consider their own role as journalists in the construction of social reality. (staff, Division III)  
*Not offered in 2001-02.*

**265. Creative Nonfiction**

This course will explore the literary impulse in nonfiction in forms such as literary journalism, personal cultural criticism and the narrative essay. Creative nonfiction features the writer's experience and her or his unique voice in relating and reflecting upon experience; students in the course will be active participants in defining identity, chronicling personal discovery, interrogating their own opinions and seeking connections to a larger community. An important goal is for students to learn to read as writers, to allow their analytical work to feed and inform their creative work. (Simon, Division III)

**266. Screenwriting**

This combination discussion/workshop course is an introduction to dramatic writing for film. Basic issues in the art of storytelling will be analyzed and explored: theme, dramatic structure, image and sound. The course will have two basic areas of concentration: it will be an exploration and analysis of the art and impulse of storytelling, and it will provide a safe but rigorous setting in which to discuss student work. What is a story? What makes it work? What makes a character compelling, and conflict dramatic? How does a story engage our emotions? How does it reflect our lives and our world? The lectures will explore the basic characteristics and mechanics of storytelling. Through written exercises, close analysis of various texts and the

screening of film, we will come to better understand the tools and dictates of film writing. (Doyne, Division III)

**360. Writing Short Fiction II**

For students whose previous work has demonstrated an ability and passion for fiction writing, and who are ready to undertake the discipline of reworking their best material. Through first drafts and multiple revisions, private conferences and class discussion of classic and contemporary literature, students form standards, sharpen their voices and vision, and surpass earlier expectations of limits. One goal is for students to understand the writing process in detail. Another goal is the production of a publishable short story. (staff, Division III)  
*Not offered in 2001-02.*

**361. Writing Poetry II**

This course is intended for students of poetry as a continuation of Creative Writing 261. This course will continue the survey of the forms of English and American poetry and will include exercises in writing several of the following: sestinas, villanelles, ballads, sapphics and dramatic monologues. Several published book-length collections of poems will be discussed for their strategies and architecture; in addition, each student will be responsible for at least one work of literary translation, rendering into English a poem from a foreign language with which she or he is familiar. Prerequisite: Creative Writing 261 or work demonstrating equivalent mastery of the basic forms of poetry in English. (Kirchwey, Division III)

**362. Playwriting II**

For students with a special interest and some background in creating or interpret-

ing texts for the stage, this course focuses on the development of a single project (a one-act play of 30+ pages) from conception to production-ready script. Students should have written proposals (1-2 pages) for at least two possible projects prepared prior to the first class meeting. The workshop process begins with a thorough examination of the student's accepted proposal to determine its potential as a dramatic story. Once this framework is in place, writing of a series of drafts will commence, aided by project-specific exercises aimed at isolating and strengthening the play's dramatic elements: character, dialogue, setting and spectacle. Prerequisites: Creative Writing 262; suitable theatrical experience in directing, acting or playwriting; or submission of a work sample including two short plays or an acceptable equivalent. (Dobner, Division III)

**363. Experimental Writing**

An exploration of a variety of experimental forms and hybrid inventions in poetry, fiction and playwriting including found poems, prose poetry, visual poems, "flash fiction," fiction interwoven with fact, experimental drama and the performance text. Assignments involve writing that tests the assumptions of traditional genres and raises such issues as the permeable boundaries of poetry and prose, the relations of fact and fiction, the tension of text and voice, text and image, realism and surrealism. Prerequisite: prior course in creative writing or permission of instructor. (staff, Division III)  
*Not offered in 2001-02.*

**364. Approaches to the Novel**

An exploration of the novel form from the point of view of craft. In some cases, students recast and rewrite constantly; in

others, students move straight ahead through the work with virtual independence. Each student is expected to produce a substantial portion of a novel and show strong evidence of a deepening understanding of craft. Prerequisite: Creative Writing 360 or proof of strong interest and ability. A writing sample should be submitted by the end of the previous semester by students who have not previously studied with the professor. (staff, Division III)

*Not offered in 2001-02.*

### **367. Advanced Fiction/Nonfiction**

This advanced workshop will allow students to further develop the skills required for writing both fiction and creative nonfiction, and will explore the dividing line between the two genres. The course will be taught in sequential three-week "modules" by four distinguished visiting instructors who are also writers known for their work both in fiction and in nonfiction. Students in this course will therefore benefit from four distinct approaches to, and perspectives on, the crafts of fiction and nonfiction. Prerequisite: Creative Writing 260, 263 or 265, or work demonstrating equivalent mastery of fiction or nonfiction prose. (Howard, Lopate, Schwartz, Segal, Division III)

### **403. Supervised Work (staff)**

Haverford College offers the following English courses in creative writing:

**191b. Poetry Writing**

**192a. Fiction Writing**

**292. Advanced Experimental Fiction**

## **DANCE**

Dance is not only an art and an area of creative impulse and action; it is also a significant and enduring human behavior that can serve as a core of inquiry within the humanities. The Dance Program has therefore, designed a curriculum that provides varied courses in technique, composition, theory and performance for students at all levels of skill, interest and commitment. A full range of technique courses in modern, ballet, jazz and African dance are offered regularly, and more specialized movement forms, such as Classical Indian or Flamenco, are offered on a rotating basis. To supplement the academic courses in performance, composition and theory, guest lecturers periodically teach courses that present a perspective extending beyond the Western dance theater tradition.

### ***Minor Requirements***

Requirements for the dance minor are six units of coursework, three required (140, 142, 343/4 or 345) and three elective. Students may choose to emphasize one aspect of the field, but must first consult with the dance faculty regarding their course of study. Students may submit an application to major in dance through the Independent Major Program (see pages 65-66).

### **140. Approaches to Dance: Themes and Perspectives**

An introduction to the significance and the potential of the creative, critical and conceptual processes of dance as performance art, ritual and a humanity. In considering dance as a vital area of academic inquiry, the fields of dance history, criticism, philosophy and ethnology are reviewed. Lectures, discussion, film,



video and guest speakers are included. (Caruso-Haviland, Division III)

*Not offered in 2001-02.*

### **142. Dance Composition I**

Analysis and practice of the basic elements of dance making, with reference to both traditional and post-modern choreographic approaches. This course presents compositional theory and experience in generating movement and in structuring dances, beginning with simple solo phrases and progressing to more complex organizational units. (Brick, Division III)

### **207. Expressive Art and Social Change**

(Doi, Division III; cross-listed as Anthropology 207)

### **240. Dance History I: Roots of Western Theater Dance**

The study of the history of pre-20th century dance with particular emphasis on the development of dance as a theater art form within the broader context of Western art and culture. Lecture, discussion and audiovisual materials. (Caruso-Haviland, Division III)

### **241. Dance History II: A History of Contemporary Western Theatre Dance**

The study of the development of contemporary forms of dance with emphasis on theater forms within the broader context of Western art and culture. Lecture, discussion and audiovisual materials. (staff, Division III)

### **242. Dance Composition II**

A continuation of Dance Composition I with emphasis on the construction of finished choreography for solo dances and the development of group compositions. Related production problems are considered. (Cantor, Division III)

### **248. Classical Indian Dance: From Nationalism to Globalization**

This course will examine classical Indian dance in the context of national and gender identity formation as well as notions of postmodernism and cultural globalization in relation to dance in contemporary India. Broadly, the course will investigate the interlocking structures of aesthetics and politics, economics and culture, and history and power that inform and continue to reshape classical Indian dance. (Chakravorty, Division III)

*Not offered in 2001-02.*

### **342. Advanced Choreography**

Independent study in choreography under the guidance of the instructor. Students are expected to produce one major choreographic work and are responsible for all production considerations. (Cantor, Caruso-Haviland, Division III)

### **343, 344. Advanced Dance Technique**

For description, see Dance Technique below. (staff, Division III)

### **345. Dance Ensemble**

For description, see Dance Performance below. (staff, Division III)

### **390. Senior Thesis/Project**

### **403. Supervised Work**

Research in a particular topic of dance under the guidance of an instructor, resulting in a significant final paper or project. (Cantor, Caruso-Haviland, Division III)

### **DANCE TECHNIQUE**

Three levels of ballet and modern dance are offered each semester. Improvisation, African dance and jazz are offered each

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year. Courses in techniques developed from other cultural forms, such as hip-hop, classical Indian dance or Flamenco, are offered on a rotating basis as are conditioning techniques such as Pilates. All technique courses are offered for Physical Education credit but students may choose to register in advanced level courses for academic credit.

### **DANCE PERFORMANCE**

The Dance Ensembles (modern, ballet and jazz) are designed to offer students significant opportunities to develop dance technique, particularly in relationship to dance as a performance art. Original works or reconstructions from the historic or contemporary repertory choreographed by faculty or guest choreographers are rehearsed and performed. This course, which is open to intermediate- and advanced-level dancers by audition or permission of instructor, may in some cases be taken for academic credit or for physical education credit. Students who elect to participate in the Dance Outreach Project, a dance performance/education program that tours Philadelphia and suburban schools and community groups, can receive Physical Education credit.

### **FINE ARTS**

Fine Arts at Bryn Mawr is part of the Fine Arts Department at Haverford College. The Fine Arts Program at Bryn Mawr is coordinated with and complementary to the Fine Arts Program at Haverford College; courses on either campus are offered to students of both colleges with the approval of the respective instructors. Prospective Fine Arts majors and minors should plan their curricula with the major instructor. Throughout their progression, these stu-

dents should strive to develop a portfolio of artwork showing strength and competence and a sense of original vision and personal direction appropriate for a major or minor candidate.

For major program requirements and course descriptions, see Fine Arts at Haverford College on page 171.

### **MUSIC**

The Music Department is located at Haverford and offers students a music major and a music minor. For a list of requirements and courses offered, see Music at Haverford on page 229.

### **MUSIC PERFORMANCE**

The following organizations are open to all students by audition. For information about academic credit for these groups and private vocal or instrumental instruction, see Music at Haverford (page 229).

The Haverford-Bryn Mawr Orchestra, with more than 70 members, rehearses once a week, and concerts are given regularly on both campuses. The annual concerto competition affords one or more students the opportunity to perform with the orchestra in a solo capacity. Past repertoire includes Beethoven's "Symphony No. 5" and "Symphony No. 7," Prokofioff and Tchaikovsky's "Romeo and Juliet."

The chamber music program is open to all members of the Haverford-Bryn Mawr Orchestra and to pianists who have passed an audition that includes sight reading. Students rehearse once a week on their own, in addition to once-weekly coaching. Performances, rehearsals and coachings are held on both campuses depending on students' schedules and preferences. Past repertoire includes Dvorak, Schumann's piano quintets, and piano quartets by Schumann, Mozart and



Brahms. String quartets and piano trios by all other major composers, including 20th-century composers, are also offered.

The Haverford-Bryn Mawr Chamber Singers is a select ensemble that demands a high level of vocal ability and musicianship. The group performs regularly on both campuses and in the Philadelphia area. Tours are planned within the United States and abroad.

The Haverford-Bryn Mawr Chorale is a large auditioned chorus that gives concerts with the Haverford-Bryn Mawr Orchestra each year. Recent repertory has included: Faure's "Requiem," Carl Orff's "Carmina Burana" and Mozart's "Requiem."

The Haverford-Bryn Mawr Women's Ensemble emphasizes music for women's voices and trebles and performs several times in the academic year.

Chamber Ensemble Groups are formed within the context of the Chamber Music Seminar (Music 215). See Music at Haverford on page 229. Performances are held both on and off campus; students have the opportunity to perform in master classes with internationally known chamber musicians.

The Bryn Mawr Chamber Music Society offers extracurricular opportunities for experienced Bryn Mawr and Haverford students, faculty, and staff to perform a variety of chamber works in a series of concerts held in the Music Room.

## THEATER

The curricular portion of the Bryn Mawr and Haverford Colleges' theater program focuses on the point of contact between creative and analytic work. Courses combine theory (reading and discussion of dramatic literature, history and criticism) and practical work (creative exercises,

scene study and performance) to provide viable theater training within a liberal arts context.

### *Minor Requirements*

Requirements for the minor in Theater Studies are six units of course work, three required (150, 251 and 252) and three elective. Students must consult with the theater faculty to ensure that the necessary areas in the field are covered. Students have majored in Theater through the Independent Major Program (see pages 65-66).

### **150. Introduction to Theater**

An exploration of a wide range of dramatic works and history of theater through research, analysis and discussion to develop understanding and foundations for a theatrical production. (Iwasaki, Division III)

### **250. Twentieth-Century Theories of Acting**

An introduction to 20th-century theories of acting emphasizing the intellectual, aesthetic and sociopolitical factors surrounding the emergence of each director's approach to the study of human behavior on stage. Various theoretical approaches to the task of developing a role are applied in workshop and scene study. (Lord, Division III)

*Not offered in 2001-02.*

### **251. Fundamentals of Acting**

An introduction to the fundamental elements of acting (scene analysis, characterization, improvisation, vocal and gestural presentation, and ensemble work) through the study of scenes from significant 20th-century dramatic literature. (Lord, Division III)

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**252. Fundamentals of Technical Theater**

A practical, hands-on workshop in the creative process of turning a concept into a tangible, workable end through the physical execution of a design. Exploring new and traditional methods of achieving a coherent synthesis of all areas of technical production. (Iwasaki, Division III)

**253. Performance Ensemble**

An intensive workshop in the methodologies and aesthetics of theater performance, this course is open to students with significant experience in performance. In collaboration with the director of theater, students will explore a range of performance techniques and styles in the context of rehearsing a performance project. Admission to the class is by audition or permission of the instructor. The class is offered for a half-unit of credit and students taking it for credit need to demonstrate their ability by first taking the course for no credit or by taking another academic class in performance.

(Lord, Division III)

**254. Fundamentals of Theater Design**

An introduction to the creative process of visual design for theater; exploring dramatic context and influence of cultural, social and ideological forces on theater and examining practical applications of various technical elements such as scenery, costume and lighting while emphasizing their aesthetic integration. (Iwasaki, Division III)

**255. Fundamentals of Costume Design**

Hands-on practical workshop on costume design for performing arts; analysis of text, characters, movement, situations; historical and stylistic research; cultivation of initial concept through material-

ization and plotting to execution of design. (Iwasaki, Division III)

*Not offered in 2001-02.*

**262. Beginning Playwriting**

An introduction to the theater by study of the one-act play and its production. Written work consists of two one-act plays and a notebook of critical comments. (staff, Division III; cross-listed as Creative Writing 262)

**270. Ecologies of Theater:****Performance, Play and Landscape**

Students in this course will investigate the notion of theatrical landscape and its relation to plays and to the worlds that those landscapes refer. Through readings in contemporary drama and performance and through the construction and evaluation performances, the class will explore the relationship between human beings and the environments they imagine, and will study the ways in which those relationships impact how we think about our relationship to the world in which we live. The course will culminate in a series of public performances. (Lord, Division III). *Not offered in 2001-02.*

**354. Shakespeare on the Stage**

An exploration of Shakespeare's texts from the point of view of the performer. A historical survey of the various approaches to producing Shakespeare from Elizabethan to contemporary times, with intensive scenework culminating in on-campus performances.

(Lord, Division III)

*Not offered in 2001-02.*

**356. Endgames: The Theater of Samuel Beckett**

An exploration of Beckett's theater work conducted through both reading and

practical exercises in performance techniques. Points of special interest include the monologue form of the early novels and its translation into theater, Beckett's influences (particularly silent film) and collaborations, and the relationship between the texts of the major dramatic works and the development of both modern and post-modern performance techniques. (Lord, Division III)  
*Not offered in 2001-02.*

### **359. Directing for the Stage**

A semiotic approach to the basic concepts and methods of stage direction. Topics explored through readings, discussion and creative exercises include directorial concept, script analysis and research, stage composition and movement, and casting and actor coaching. Students rehearse and present three major scenes. (Lord, Division III)

**362. Advanced Playwriting** (Dobner, Division III; cross-listed as Creative Writing 362)

### **403. Supervised Work** (staff)

#### **THEATER PERFORMANCE**

Numerous opportunities exist to act, direct, design and work in technical theater. In addition to the Theater Program's mainstage productions, many student theater groups exist that are committed to musical theater, improvisation, community outreach, Shakespeare, film and video work, etc. All Theater Program productions are open and casting is routinely blind with respect to race and gender.

## **Astronomy**

### **At Haverford College**

#### *Professors:*

Stephen P. Boughn,  
Jerry P. Gollub, *Chair*  
R. Bruce Partridge

The objective of a major in astronomy is to study the phenomena of the extraterrestrial universe and to understand them in terms of the fundamental principles of physics.

#### **Major Requirements**

Requirements in the major subject are: Astronomy 204a; 305a; three additional 300-level astronomy courses, one of which may be replaced by an upper-level physics course; one 400-level astronomy course which may be replaced by an upper-level physics course; and three written three-hour comprehensive examinations.

#### **Prerequisites**

Physics 105a, 106b, 213a and 214b. Two 200-level mathematics courses are also required. Bryn Mawr equivalents may be substituted for the non-astronomy courses.

#### **101a. Astronomical Ideas**

Fundamental concepts and observations of modern astronomy, such as the motions and surface properties of the planets, the birth and death of stars, and the properties and evolution of the universe. Not intended for students majoring in the natural sciences. (Partridge, Division II)



### **112b. Survey of the Cosmos**

A study of the properties and evolution of the universe and of large systems within it. The qualitative aspects of general relativity (including black holes) and of mathematical models for the geometry of the universe are also studied, along with the history of the universe from its early exponential expansion to the formation of galaxies. The role of observations in refining modern scientific understanding of the structure and evolution of the universe is stressed. The approach is quantitative, but any mathematics beyond straightforward algebra is taught as the class proceeds. (Partridge, Division II)  
*Offered in 2002-03 and alternate years.*

### **114b. Planetary Science**

A study of the overall structure of the solar system, the laws governing the motions of the planets, the general processes affecting the surface properties of planets, and the surprising properties of planets found in other stellar systems. (Partridge, Division II)  
*Offered in 2001-02 and alternate years.*

### **152i. Freshman Seminar in Astrophysics**

This is a half-credit course intended for prospective science majors, but will be primarily qualitative in nature with an emphasis on the conceptual aspects of the cosmos. Topics include black holes, quasars, neutron stars, supernovae, dark matter, the Big Bang beginning of the universe and Einstein's relativity theories. Prerequisites: Physics 101 or 105a (at Haverford), or Physics 101 or 103 (at Bryn Mawr), and concurrent enrollment in Physics 102b or 106b (at Haverford) or Physics 102 or 104 (at Bryn Mawr), or equivalent. (Boughn, Division II)

### **204a. Astrophysics I: Introduction to Astrophysics**

A survey of modern astrophysics: planets, stars, galaxies, interstellar matter and cosmology. Some observational work is required. Prerequisites: Physics 105a and 106b, Mathematics 114b or equivalent. (Boughn, Division II)

### **305a. Astrophysics II: Stellar Structure and Evolution and the Interstellar Medium**

A study of the stars and their environments. About two-thirds of the course is devoted to the theory of the structure of stellar interiors and atmospheres and the theory of stellar evolution; and the remaining one-third covers the interstellar medium. Prerequisites: Astronomy 204a and Physics 214b. (Boughn)  
*Offered in 2002-03 and alternate years.*

### **313c. Observational Optical Astronomy**

This is a one-credit, full-year course. The course consists of five observing projects that primarily involve using the CCD camera on a 16" Schmidt-Cassegrain telescope. Projects include variable star photometry; H-alpha imaging; imaging and photometry of galaxies; star cluster photometry; instruction in the use of image processing software and CCD camera operation. Students work in groups of two with minimal faculty supervision. Formal reports are required. Prerequisite: Astronomy 204a. (Boughn)

### **320b. Cosmology and Extragalactic Astronomy**

The theory of the origin, evolution and large-scale structure of the universe (Big Bang theory). Review of the relevant observational evidence. A study of remote galaxies, radio sources, quasars

and intergalactic matter. Prerequisite: Astronomy 204a. (Partridge)  
*Offered in 2001-02 and alternate years.*

### **322b. Non-Optical Astronomy**

Introduction to the basic techniques of radio astronomy, including aperture synthesis, and the various mechanisms that give rise to line and continuum emission at radio wavelengths. Some discussion of other branches of non-optical astronomy (including X-ray, neutrino, cosmic-ray, gravitational wave, infrared and ultraviolet). Prerequisite: Astronomy 204a. (Partridge)  
*Offered in 2002-03 and alternate years.*

### **404a, b. Research in Astrophysics**

Intended for students who choose to complete an independent research project in astrophysics under the supervision of a faculty member. Prerequisite: permission of instructor. (staff)

### **480a, b. Independent Study**

Intended for students who want to pursue some topic of study that is not currently offered in the curriculum. In order to enroll, a student must have a faculty sponsor. Prerequisite: permission of instructor. (staff)

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## **Athletics and Physical Education**

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*Director and Senior Lecturer:*

Amy Campbell

*Director of Dance and Senior Lecturer in the Arts:*

Linda Caruso-Haviland

*Assistant Director and Lecturer:*

Kathleen Miller

*Lecturers in Athletics and Physical Education:*

James R. Buckley

Jody Law

Daniel N. Talbot

Lisa Treadway-Kurtz

Judy Wolfe

*Instructors in Athletics and Physical Education:*

Nicole M. Smith

Kim Winslow

*Staff:*

Lillian M. Amadio

Carol Bower

Lavern Costen

Diane Hagan

Kevin Leitzell

Ray Tharan

Alissa Wykes

The Department of Athletics and Physical Education offers an intercollegiate experience in 12 sports as an NCAA Division III institution and is a charter member of the Centennial Conference.

Varsity team sports at Bryn Mawr include: badminton, basketball, crew, cross country, field hockey, indoor track, lacrosse, outdoor track and field, soccer, swimming, tennis and volleyball. Club team experience may be found in rugby, equestrian and ultimate frisbee (bi-college with Haverford College).



The instructional offerings in physical education include: aerobic dance, African dance, archery, athletic training, badminton, ballet, basketball, cardiovascular conditioning, coaching course, dance ensemble, fencing, fitness, flamenco dance, fitness, jazz dance, lacrosse, modern dance, riding, rock climbing, running techniques, scuba, self defense, soccer, softball, swimming, swing dance, tennis, volleyball, water aerobics, weight training, wellness, women in film, women living well and yoga. Students may participate in self-paced programs that include jogging, swimming and walking. Students may take courses at Haverford College.

The College believes that physical education and intercollegiate athletics are integral parts of a liberal arts education which complement the academic program. The Department of Athletics and Physical Education sponsors a variety of programs intended to enhance the quality of the student's non-academic life on campus.

### ***Physical Education Requirements***

The College requires eight credits of physical education, including the successful completion of a swimming-proficiency test. The test includes entry into the water, a 10-minute swim demonstrating two strokes, one minute of treading water and two minutes of floating. For nonswimmers, successful completion of beginning swimming will fulfill the requirement. The physical education requirement must be completed by the end of junior year.

Transfer students will receive credit toward the requirement from previous institutions after a review by the director of the department. Students with special needs should consult the director of physical education.

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## **Biology**

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### *Professors:*

Karen F. Greif, *Major Adviser*  
Paul Grobstein

### *Professor of Biology and Psychology:*

Margaret A. Hollyday

### *Associate Professors:*

Peter D. Brodfuehrer, *Chair*  
David J. Prescott

### *Assistant Professors:*

Tamara L. Davis  
Ann L. Herzig

### *Senior Laboratory Lecturer:*

Stephen L. Gardiner

### *Lecturer:*

Lauren J. Sweeney

The programs of the Biology Department are designed to introduce students to unifying concepts and broad issues in biology, and to provide the opportunity for in-depth inquiry into topics of particular interest through coursework and independent study. Introductory and intermediate-level courses examine the structures and functions of living systems at all levels of organization from molecules, cells and organisms to populations. Advanced courses encourage the student to gain proficiency in the critical reading of research literature, leading to the development, defense and presentation of an independent project. In addition, there are opportunities for other types of independent research projects with particular faculty.

### ***Major Requirements***

Course requirements for a major in biology include two semesters of introductory biology, 101 and 102 (or 103 plus either 101 or 102, with the department's

permission); six courses at the 200 and 300 level (excluding 389-397), of which at least three must be laboratory courses; and one senior seminar course (389-395). Two semesters of supervised laboratory research, 403, may be substituted for one of the required laboratory courses. In addition, two semester courses in general chemistry and three additional semester courses in physics, chemistry, geology, mathematics, computer science, psychology or statistics are required for all majors. Selection of these three science courses needs to be done in consultation with the student's major adviser and be approved by the department. Students interested in pursuing graduate studies or medical school are encouraged to take two semesters each of physics and organic chemistry.

Students with a score of 4 or 5 on their Advanced Placement examinations, or equivalent International Baccalaureate scores, will receive divisional credit only; they may not be used for the major in biology. A student wishing to enter biology courses at the 200 level without having taken Biology 101 and 102 must take and pass the departmental placement exam. Courses in other departments may be substituted for major requirements with the department's permission.

### **Honors**

The honors distinction requires maintaining a course average of 3.7 in the major and allied subjects, and attendance at Biology Department seminars. Final selection for honors is made by the biology faculty from the list of eligible students.

### **Minor Requirements**

A minor in biology consists of six semester courses in biology. Courses in other

departments may be substituted for minor requirements with the department's permission.

### ***Concentrations in Environmental Studies and Neural and Behavioral Science***

The Biology Department participates with other departments in offering two concentrations within the major: Neural and Behavioral Sciences (see page 235) and Environmental Studies (see page 165).

### ***Summer Research***

Stipends for summer research projects are usually available. Interested students should seek out an appropriate faculty supervisor in the spring prior to beginning the project.

### ***Teacher Certification***

The College offers a certification program in secondary teacher education (see page 148).

### **101. Introduction to Biology I: Molecules to Cells**

A comprehensive examination of topics in biochemistry, cell and molecular biology, and genetics. Lecture three hours, laboratory three hours a week. (staff, Division IIL)

### **102. Introduction to Biology II: Organisms to Populations**

A comprehensive examination of the biology of organisms: organismal diversity, physiology and developmental biology; evolutionary biology and ecology. Lecture three hours, laboratory three hours a week. Biology 101 is strongly recommended. (staff, Division IIL)

### **103. Biology: Basic Concepts**

An introduction to the major concepts of modern biology that both underlie and

emerge from exploration of living systems at levels of organization ranging from the molecular and biochemical through the cellular and organismal to the ecological. Emphasis is placed on the observational and experimental bases for ideas that are both common to diverse areas of biology and represent important contributions of biology to more general intellectual and social discourse. Topics include the chemical and physical basis of life, cell theory, energetics, genetics, development, physiology, behavior, ecology and evolution. Lecture three hours, laboratory three hours a week. (staff, Division IIL)

#### **201. Genetics**

An introduction to heredity and variation, focusing on topics such as classical Mendelian genetics, linkage and recombination, chromosome abnormalities, population genetics and molecular genetics. Examples of genetic analyses are drawn from a variety of organisms, including bacteria, viruses, *Drosophila* and humans. Lecture three hours, laboratory three scheduled hours a week; some weeks require additional hours outside of the regularly scheduled lab. Prerequisites: Biology 101, 102 and Chemistry 103, 104. (T. Davis, Division IIL)

#### **202. Neurobiology and Behavior**

An introduction to the attempt to understand behavior in terms of the nervous system. A brief overview of fundamental principles of nervous system structure is followed by consideration of several topics chosen to illustrate how studies of the nervous system illuminate behavior and how studies of behavior contribute to better understanding of the nervous system. Examples cover a wide variety of invertebrate and vertebrate species,

including humans. Lecture three hours a week. Prerequisites: Biology 101, 102 or permission of instructor. (Grobstein, Division II)

#### **204. Histology**

A lecture and laboratory course examining the cellular structure of tissues and the ways in which those tissues are combined to form the major organs of the body. The features of tissues that are most relevant to an understanding of general principles of cell biology are emphasized, along with the histologic structure of organs to their functions. Lecture three hours, lab three hours a week. Prerequisite: Introductory Biology. (Sweeney, Division IIL)

#### **209. Environmental Toxicology**

An introduction to certain natural and man-made toxins and the impact these toxins have on ecosystems. Effects on animal and plant systems are emphasized, but effects on humans are also considered. Risk analysis is presented and reference is made to the economic impact of these toxins and the efforts to eliminate or control their presence in the ecosystem. The development of policy to control toxins in the environment and the many factors — political, economic, ethical and public health — that play a role in policy development are analyzed. Lecture three hours a week. A required two-day field trip is taken in late spring; an extra fee is collected for this trip. Prerequisite: permission of instructor. (Prescott, Division II)

#### **210. Biology and Public Policy**

A lecture/discussion course on major issues and advances in biology and their implications for public-policy decisions. Topics discussed include reproductive



technologies, genetic screening and gene therapy, environmental health hazards, and euthanasia and organ transplantation. Readings include scientific articles, public-policy and ethical considerations, and lay publications. Lecture three hours a week. Prerequisite: one semester of introductory biology or equivalent, or permission of instructor.

(Greif, Division II)

## **220. Ecology**

A study of the interactions between organisms and their environments. Current environmental issues and how human activities influence the biota are also discussed. Students become familiar with ecological principles and with the methods ecologists use to address tricky ecological issues. Because sound ecological theory rests on a good understanding of natural history, students learn to develop their natural-history intuition by making weekly field observations and keeping a field journal. Lecture three hours a week. Prerequisite: Introductory Biology. (Herzig, Division II)

## **236. Evolution**

A lecture/discussion course on the development of evolutionary thought, generally regarded as the most profound scientific event of the 19th century; its foundations in biology and geology; and the extent of its implications to many disciplines. Emphasis is placed on the nature of evolution in terms of process, product, patterns, historical development of the theory, and its applications to interpretations of organic history. Lecture three hours a week. Prerequisite: a 100-level science course or permission of instructors. (R. Davis, Gardiner, Saunders; cross-listed as Biology 236 and Geology 236)

## **271. Developmental Biology**

An introduction to animal embryology and the concepts of developmental biology. Concepts are illustrated by analyzing the experimental observations that support them. Topics include gametogenesis and fertilization, morphogenesis, cell fate specification, pattern formation, regulation of gene expression, sex determination, and neural and behavioral development. The laboratory focuses on vertebrate embryology and involves study of prepared slides and observations and experiments on living embryos. Lecture three hours, laboratory three scheduled hours a week; some weeks require additional hours outside of the regularly scheduled lab. Prerequisites: Biology 101, 102 or permission of instructor. (Hollyday, Division IIL)

## **301. Organismal Biology: Vertebrate Structure**

A comparative study of major organ systems in different vertebrates. Similarities and differences are considered in relation to organ system function and in connection with evolutionary relationships among vertebrate classes. Laboratories include dissection, demonstrations, films and an introduction to histological technique. Two three-hour lecture/laboratories a week. Prerequisites: Biology 101, 102 or equivalent, one 200-level biology course, and permission of instructor. (Gardiner) *Not offered in 2001-02.*

## **303. Animal Physiology**

A comprehensive study of animal function: physical and chemical processes in tissues, organs and organ systems that form the basis of the function of the organism. Homeostasis, control systems and the structural bases of function are emphasized. Laboratories are designed to

introduce basic electrophysiological techniques and the practice of scientific inquiry. Lecture three hours, laboratory three hours a week. Prerequisites: Biology 101, 102, Chemistry 103, 104, or permission of instructor. (Brodfehrer)

### **304. Cell and Molecular Neurobiology**

A problem-based laboratory course in which students investigate the cellular and molecular properties of neurons and small networks of neurons using neuron simulations and animal experiments. Two four-hour laboratory sessions per week. Prerequisites: Biology 101, 102, 202 or Psychology 218. (Brodfehrer)  
*Not offered in 2001-02.*

### **308. Field Ecology**

An examination of the tools that ecologists use to discover how natural systems function. Most class meetings are conducted outdoors, either on campus or in surrounding natural areas such as Ridley Creek State Park. Students learn how to identify local wildflowers and trees and become familiar with major groups of insects and stream macroinvertebrates. In many labs, experiments are designed to address particular ecological questions. Students are expected to keep a field journal in which they record their observations and thoughts during field excursions. Each student also conducts an independent research project, which includes writing a short paper and giving an oral presentation describing the study. One two-hour lecture/laboratory, one four-hour lecture/laboratory a week. Prerequisites: Biology 220 and permission of instructor. (Herzig)

### **309. Biological Oceanography**

A comprehensive examination of the principal ecosystems of the world's

oceans, emphasizing the biotic and abiotic factors that contribute to the distribution of marine organisms. A variety of marine ecosystems are examined, including rocky intertidal, estuarine, open ocean and deep sea hydrothermal vents and hydrocarbon seeps, with an emphasis on the distinctive characteristics of each system and the assemblage of organisms associated with each system. Lecture three hours, laboratory three hours a week. One required three-day field trip, for which an extra fee is collected, and other occasional field trips as allowed for by scheduling. Prerequisites: Biology 101, 102, and one 200-level science course, or permission of instructor. (Gardiner)

### **322. Neurochemistry**

A seminar course on selected topics concerning the nervous system, stressing chemical and biochemical approaches. Topics include the composition and function of myelin in central versus peripheral nervous system; the chemistry and biology of nerve growth factor, neurotransmitter metabolism and interactions with receptors; roles of other neuromodulators and receptors in neural function. Prerequisites: Biology 341 or 343 and permission of instructor. (Prescott)  
*Not offered in 2001-02.*

### **336. Evolutionary Biology: Advanced Topics**

A seminar course on current issues in evolution. Discussion based on readings from the primary literature. Topics vary from year to year. One three-hour discussion a week. Prerequisite: Biology 236 or permission of instructor. (Gardiner, Monge, Saunders; cross-listed as Anthropology 336 and Geology 336)  
*Not offered in 2001-02.*



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### **340. Cell Biology**

A lecture course with laboratory emphasizing current knowledge in cell biology. Among topics discussed are cell membranes, cell surface specializations, cell motility and the cytoskeleton, regulation of cell activity, energy generation and protein synthesis. Laboratory experiments are focused on studies of cell structure, making use of techniques in cell culture and immunocytochemistry. Lecture three hours, laboratory four hours a week. Prerequisites: Biology 201 or 271, Chemistry 211, 212 (may be taken concurrently), or permission of instructor. One semester of biochemistry is recommended. (Greif)

*Not offered in 2001-02.*

### **341, 343. Introduction to Biochemistry**

A course on the structure, chemistry and function of amino acids, proteins, lipids, polysaccharides and nucleic acids; enzyme kinetics; metabolic relationships of carbohydrates, lipids and amino acids, and the control of various pathways; and protein synthesis. Lecture three hours, laboratory four hours a week or library project. Prerequisite: Chemistry 212. (Prescott)

### **364. Developmental Neurobiology**

A lecture/discussion course on major topics in the development of the nervous system. Some of the topics to be addressed are cell generation, cell migration, cell survival and growth, axon guidance and target specificity, synapse formation and behavioral development. Prerequisite: Biology 201 or 271. (Greif)

### **367. Computational Models of Biological Organization**

The organization of living systems in general reflects a web of interactions among large numbers of diverse ele-

ments. In recent years, it has become possible to develop intuitions and gain insights into such organization by using computers to explore the properties that emerge from various kinds of interactions among various elements. In this course, students are introduced to some existing computer-based simulations of living systems, and use them to further develop their own insights into biological organization. Two three-hour laboratory sessions a week. Prerequisites: prior biology coursework above the introductory level and permission of instructor. (Grobstein) *Not offered in 2001-02.*

### **372. Molecular Biology**

This course will introduce students to molecular biology as a method for scientific inquiry. In addition to learning basic techniques for manipulation and analysis of nucleic acids, students will read and critically evaluate primary literature. Students will demonstrate knowledge of the material through written work, class discussion and oral presentations. Lecture three hours a week. Prerequisites: Biology 201, 340 or 341, or permission of instructor. (T. Davis)

### **389. Senior Seminar in Evolutionary Morphology**

Topics of current interest and significance in morphology, especially invertebrate morphology, are examined with critical readings and oral presentations of work from the primary literature. In addition, students are provided with hands-on experience in certain techniques used in morphological studies, e.g., preparation and staining of tissues, use of light and electron microscopes, and interpretation of micrographs. Students write, defend and publicly present one long research paper or thesis. Three hours of class lec-

ture and discussion a week, supplemented by frequent meetings with individual students. Prerequisite: permission of instructor. (Gardiner)

*Not offered in 2001-02.*

### **390. Senior Seminar in Ecology**

A focus on the interactions among organisms and their environments. Students read and discuss current and classic research papers from the primary literature. Topics may be wide ranging, including biogeographic patterns, behavioral ecology, population and community dynamics, and ecosystem functioning. We may also take up current environmental issues, such as global warming, global nitrogen additions, habitat degradation and fragmentation, loss of biodiversity and the introduction of alien species. The effects of these human-induced changes on the biota are also examined. Students write, defend and publicly present one long research paper or thesis. Three hours of class lecture and discussion a week, supplemented by frequent meetings with individual students. Prerequisite: Biology 220 or permission of instructor. (Herzig)

*Not offered in 2001-02.*

### **391. Senior Seminar in Biochemistry**

Topics of current interest and significance in biochemistry are examined with critical readings and oral presentations of work from the research literature. In addition, students write, defend and publicly present one long research paper or thesis. Three hours of class lecture and discussion a week, supplemented by frequent meetings with individual students. Prerequisites: Biology 341, 343 or corequisite, or permission of instructor. (Prescott)

### **392. Senior Seminar in Physiology**

An advanced course in the study of the organization and function of physiological systems from the molecular level to the organismal level. Specific topics related to the organization and function of physiological systems are examined in detail using the primary literature. In addition, students write, defend and publicly present one long research paper or thesis. Three hours of class lecture and discussion a week, supplemented by frequent meetings with individual students. Prerequisite: Biology 202, 303 or 304, or permission of instructor. (Brodfehrer)

### **393. Senior Seminar in Genetics**

Topics of current interest and significance in genetics are examined with critical readings and oral presentations of work from the research literature. In addition, students write, defend and publicly present one long research paper or thesis. Three hours of class lecture and discussion a week, supplemented by frequent meetings with individual students. Prerequisite: Biology 201 or permission of instructor. (T. Davis)

### **394. Senior Seminar in Developmental Neurobiology**

Topics of current interest and significance in developmental neurobiology are examined with critical readings and oral presentations of work from the research literature. In addition, students write, defend and publicly present one long research paper or thesis. Three hours of class lecture and discussion a week, supplemented by frequent meetings with individual students. Prerequisite: Biology 271 or permission of instructor. (Sweeney)

**395. Senior Seminar in Cell Biology**  
Topics focus on areas of current research interest in cell biology, such as regulation of the cell cycle, the cell biology of cancer, and cell death. Students read and make critical presentations of papers from the current research literature. In addition, students write, defend and publicly present one long research paper or thesis. Three hours of class lecture and discussion a week, supplemented by frequent meetings with individual students. Prerequisite: Biology 340 or permission of instructor. (Greif)

**396. Topics in Neural and Behavioral Science**  
A seminar course dealing with current issues in the neural and behavioral sciences. It provides advanced students concentrating in neural and behavioral sciences with an opportunity to read and discuss in depth seminal papers that represent emerging thought in the field. In addition, students are expected to make presentations of their own research. (staff; cross-listed as Psychology 396)

**397. Senior Seminar in Environmental Studies**  
(staff; cross-listed as Anthropology 397 and Geology 397)

**401. Supervised Research in Neural and Behavioral Sciences**  
Laboratory or library research under the supervision of a member of the Neural and Behavioral Sciences committee. Required for those with the concentration. Prerequisite: permission of instructor. (staff; cross-listed as Psychology 401)

**403. Supervised Laboratory Research in Biology**  
Laboratory research under the supervision of a member of the department.

Prerequisite: permission of instructor. (staff)

Haverford College currently offers the following courses in biology, some of which are half-semester courses:

- 100b. What Is Life?
- 200. Cell Structure and Function
- 217b. Biological Psychology
- 221a. The Primate Origins of Society
- 300a. Biochemistry of Proteins and Nucleic Acids
- 300b. Laboratory in Cell Biology and Immunology
- 301d. Advanced Genetic Analysis
- 302e. Cell Architecture
- 303h. Structure and Function of Macromolecules
- 304g. Biochemistry: Molecular Basis of Disease
- 308e. Immunology
- 310g. Molecular Microbiology
- 352h. Cellular Immunology
- 353d. A Matter of Life and Death
- 354e. Topics in Microbiology
- 357d. Protein Design
- 358g. Developmental Genetics
- 359d. Molecular Oncology
- 402. Senior Research Tutorial in Developmental Genetics
- 403. Senior Research Tutorial in Protein Folding and Design
- 404. Senior Research Tutorial in Molecular Microbiology
- 405. Senior Research Tutorial in Signal Transduction
- 406. Senior Research Tutorial in Cell Immunology
- 407. Senior Research Tutorial in Cell Biology
- 408. Senior Research Tutorial in Life-and-Death Decisions
- 410. Senior Research Tutorial at Off-Campus Research Labs



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## Chemistry

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### *Professors:*

Sharon J. Nieter Burgmayer  
Frank B. Mallory  
Michelle M. Franci

### *Associate Professor:*

Susan A. White, *Chair*

### *Assistant Professors:*

William P. Malachowski  
Edward A. Wovchko

### *Senior Laboratory Lecturers:*

Krynn DeArman Lukacs, *Major Adviser*  
Maryellen Nerz-Stormes

### *Lecturers:*

Lisa E. Chirlian  
Silvia Porello  
Kurt Kistler

The undergraduate course program in chemistry is designed to give students a sound background in both theoretical and practical aspects of four main fields: organic chemistry, physical chemistry, inorganic chemistry and biological chemistry. Laboratory work is emphasized to provide students with modern training in experimental skills and analytical techniques. The core program, consisting of courses at the 100 level and 200 level, covers fundamental principles of chemistry. This core program provides the basis for advanced work at the 300 level and 400 level, in which students encounter contemporary problems in chemistry and the progress that is being made toward solving them.

### *Major Requirements*

The requirements for a major in chemistry include the following 10 courses (or their equivalents): Chemistry 101 or 103, 104, 211, 212, 221, 222, 231, 242 and any two courses selected from among

Chemistry 311, 312, 321, 322, 332, 345 or any chemistry course at the 500 level. Other required courses are Mathematics 101, 102 and 201, and Physics 103/104 or 101/102 (or their equivalents). All A.B. recipients who complete this program are certified by the American Chemical Society as having met that society's high standards for an undergraduate degree in chemistry.

Majors are encouraged to take additional chemistry courses at the 300 (or 500) level and at the 400 (research) level beyond the requirements of the standard program. Additional courses in mathematics and other natural sciences can contribute breadth to the chemistry major. Examples of interdisciplinary courses related to chemistry are geochemistry (Geology 302) and molecular biology (Biology 372). A reading knowledge of German can be valuable for work in chemistry beyond the undergraduate level.

A typical schedule for the standard chemistry major involves taking Chemistry 101 or 103 and 104 and Mathematics 101/102 in the first year; Chemistry 211 and 212, Mathematics 201, and Physics 103/104 or 101/102 in the sophomore year; Chemistry 221, 222, 231 and 242 in the junior year, and appropriate advanced courses in the senior year. Note that Mathematics 201 (a fall course) or its equivalent should be completed by the end of the sophomore year. Students contemplating a chemistry major are urged to consult with the major adviser as early as possible.

### *Honors*

The A.B. degree with honors in chemistry will be awarded to students who complete the major in chemistry and also meet the following further requirements:

two semesters of supervised research in chemistry (Chemistry 403) with a grade of at least 3.3 in each semester; the submission of an acceptable paper describing the results of that research; an additional semester of work at the 300 level (or 500 level) in chemistry beyond the two advanced courses required for the standard chemistry major; and a grade point average, calculated at the end of the senior year, of at least 3.4 in all chemistry courses taken.

### ***Minor Requirements***

A student may qualify for a minor in chemistry by completing a total of six courses in chemistry, one of which must be either Chemistry 221 or 222. Biology 341 may be counted as one of the required six courses. At least two of the six courses must be taken at Bryn Mawr.

### ***Concentration in Biological Chemistry***

Students may receive an A.B. degree in chemistry with a concentration in biological chemistry by fulfilling the requirements for a major in chemistry, including Chemistry 345 as one of the two required advanced courses, and also by completing two semesters of work in biology at or above the 200 level. The two biology courses chosen to fulfill this requirement must be approved by the major adviser.

### ***A.B./M.A. Program***

To earn an M.A. degree in chemistry in the College's A.B./M.A. program, a student must complete the requirements for an undergraduate chemistry major and also must complete six units of graduate level work in chemistry. Of these six units, as many as two units may be undergraduate courses at the 300 level taken for graduate credit (these same two courses may be used to fulfill the major

requirements for the A.B. degree), at least two units must be graduate seminars at the 500 level, and two units must be graduate research at the 700 level leading to the submission of an acceptable M.A. thesis. Other requirements are the demonstration of skill in computing or in a foreign language, a written final examination covering material in the candidate's special field, and an oral examination.

### **101. Introduction to Chemistry**

For students with little previous work in chemistry. Chemistry 101 covers the same topics as Chemistry 103, but with extra class hours to develop fundamental skills. Laboratory identical to Chemistry 103. Lecture three hours, recitation two hours, laboratory three hours a week. Prerequisite: math readiness or permission of instructor. (Chirlian, Lukacs, Division IIL)

### **103. General Chemistry**

For students with some background in chemistry. Students with strong preparation are directed to consider Chemistry 103L. Sections usually have a maximum of 50 students. The atomic theory of matter; stoichiometry of chemical reactions; properties of gases, liquids and solids; phase changes; the electronic structure of atoms; chemical bonding; introduction to thermodynamics; the chemistry of representative nonmetallic elements. Lecture three hours, recitation one hour, laboratory three hours a week. Prerequisite: math readiness or permission of instructor. (staff, Lukacs, Malachowski, White, Division IIL)

### **103L. General Chemistry**

A half-unit course for students with strong preparation in chemistry, but who



are not ready to take Chemistry 211 (Organic Chemistry). Topics include properties of solids, liquids and gases; the electronic structure of atoms and bonding; introduction to thermodynamics; and some chemical reactions. Recitation one hour, laboratory three hours a week. Enrollment limited to 25 first-year students. Prerequisite: Advanced Placement score of 3 (or IB equivalent), or satisfactory performance on Bryn Mawr's placement test given during freshman orientation, or permission of instructor. Does not meet Division II requirement by itself; students must continue with Chemistry 104. (staff, Lukacs)

#### **104. General Chemistry**

A continuation of Chemistry 103, 103L or 101. Ionic equilibria; introduction to chemical kinetics, electrochemistry and radiochemistry; the chemistry of representative metallic elements. Lecture three hours, recitation one hour, laboratory three hours a week. Prerequisite: Chemistry 103 or 101. (Burgmayer, Lukacs, Wovchko, Division IIL)

#### **211. Organic Chemistry**

An introduction to the principles of organic chemistry, including synthetic and spectroscopic techniques. Lecture three hours, recitation one hour, laboratory five hours a week. Prerequisite: Chemistry 104. (Kistler, Mallory, Division IIL)

#### **212. Organic Chemistry**

A continuation of Chemistry 211 with an exploration of complex chemical reactions and syntheses utilizing structure-reactivity principles. Lecture three hours, recitation one hour, laboratory five hours a week. Prerequisite: Chemistry 211. (Kistler, Malachowski, Division IIL)

#### **221. Physical Chemistry**

Introduction to quantum theory and spectroscopy, preliminary thermodynamics for Chemistry 222. Atomic and molecular structure; molecular modeling; rotational, vibrational, electronic and magnetic resonance spectroscopy; gas laws; first and second laws of thermodynamics. Lecture three hours, laboratory five hours a week. Prerequisites: Chemistry 104 and Mathematics 201. Corequisites: Chemistry 211 and Physics 101 or 103. (Porello, Wovchko, Division IIL)

#### **222. Physical Chemistry**

A continuation of Chemistry 221. Modern thermodynamics, with application to phase equilibria, interfacial phenomena and chemical equilibria; statistical mechanics; chemical dynamics. Kinetic theory of gases; chemical kinetics. Lecture three hours, laboratory four hours a week. Prerequisite: Chemistry 221 or permission of instructor. Corequisites: Chemistry 212 and Physics 102 or 104. (Franci, Porello, Division IIL)

#### **231. Inorganic Chemistry**

Bonding theory; structures and properties of ionic solids; symmetry; crystal field theory; structures, spectroscopy, stereochemistry, reactions and reaction mechanisms of coordination compounds; acid-base concepts; descriptive chemistry of main group elements. Lecture three hours, laboratory five hours a week. Corequisite: Chemistry 221. (Burgmayer, Porello, Division IIL)

#### **242. Biological Chemistry**

The structure, chemistry and function of amino acids, proteins, lipids, polysaccharides and nucleic acids; enzyme kinetics; metabolic relationships of carbohydrates, lipids and amino acids, and the control of

various pathways; protein synthesis. Lecture three hours, laboratory five hours a week. Prerequisites: Chemistry 212 and 221. Corequisite: Chemistry 222. (Porello, White, Division IIL)

### **311. Advanced Organic Chemistry**

An examination of the methods and concepts used in the synthesis of complex organic molecules. Lecture three hours a week. Prerequisites: Chemistry 212 and 222. (Malachowski, Division II)

*Not offered in 2001-02.*

### **312. Advanced Organic Chemistry**

Principles of physical organic chemistry with emphasis on reaction mechanisms, reactive intermediates and stereochemistry. Lecture three hours a week. Prerequisites: Chemistry 212 and 222. (Mallory, Division II)

### **321. Advanced Physical Chemistry: Kinetics and Modeling**

An interdisciplinary approach to computational models in fields ranging from biology to chemistry, physics and geology. Lecture three hours a week. Prerequisites: Mathematics 201 and at least junior-level standing in a science major, or permission of instructor. (Franci, Division II)

### **322. Advanced Physical Chemistry: Surface Chemistry**

Topics include fundamentals of adsorption, surface thermodynamics and kinetics, surface analytical and spectroscopic techniques, and applications of surface phenomena. The course will also explore recent literature concerning the chemical, structural, physical and surface properties of technologically important materials. Prerequisites: Chemistry 221 and 222, Physics 102 and 104, or permission of instructor. (Wovchko, Division II)

### **332. Advanced Inorganic Chemistry**

A) Organometallic chemistry, including discussion of structure and bonding, reaction types, and catalysis; B) Bioinorganic chemistry, illustrating structural, enzymatic and pharmaceutical applications of transition metals in biological chemistry. Lecture three hours a week. Prerequisites: Chemistry 231 and 242. Topic for 2001-02: Molybdenum Enzymes Viewed from Every Angle: Molecular Biology, Spectroscopy, Synthetic Modeling, Enzymology, Small and Large Molecule Crystallography. (Burgmayer, White, Division II)

### **345. Advanced Biological Chemistry**

Physical biochemistry of proteins and nucleic acids; spectroscopic and other techniques for biopolymers. Literature readings will cover recent HIV, RNA and protein research. Lecture three hours a week. Prerequisites: Chemistry 222 and 242. (White, Division II)

### **403. Supervised Research in Chemistry**

Many individual research projects are available, each under the supervision of a member of the faculty. Laboratory at least 10 hours a week. Oral or written presentations are required at the end of each semester. Prerequisite: permission of faculty supervisor. (Burgmayer, Franci, Malachowski, Mallory, White, Wovchko)

Graduate seminars in chemistry are open to qualified undergraduates with the permission of the department.

Haverford College currently offers the following courses in chemistry:

- 100a. General Chemistry I
- 101b. General Chemistry II
- 105b. Advanced General Chemistry: The Chemical Basis of the Biosphere
- 151b. Case Studies in Chemistry
- 153a. Atmospheric Chemistry: Implications for the Future
- 220a. Organic Chemistry I
- 221b. Organic Chemistry II
- 300a. Biochemistry of Proteins and Nucleic Acids
- 304a. Physical Chemistry I
- 305b. Physical Chemistry II
- 320b. Inorganic Chemistry
- 342a. Molecular Spectroscopy
- 351d. Bioinorganic Chemistry
- 352e. Topics in Biophysical Chemistry
- 355g, h. Topics in Advanced Organic Chemistry

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## Classical and Near Eastern Archaeology

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*Professors:*

Stella Miller-Collett, *Chair*  
Richard S. Ellis  
James C. Wright

*Associate Professor:*

A. A. Donohue, *Major Adviser*

*Assistant Professor:*

Peter Magee

*Lecturer:*

Jean MacIntosh Turfa

The curriculum of the department focuses on the cultures of the Mediterranean regions and the Near East in antiquity. Courses treat aspects of society and material culture of these civilizations as well as issues of theory, method and interpretation.

### *Major Requirements*

The major requires a minimum of 10 courses. Core requirements are Archaeology 101 and 102, one course in history and two semesters of the senior conference. Additional requirements are determined in consultation with the major adviser. Additional coursework in subjects related to archaeology is offered in the Departments of Anthropology, Geology, Growth and Structure of Cities, Hebrew and Judaic Studies, History of Art, and Greek, Latin and Classical Studies.

Each student's course of study to meet major requirements will be determined in consultation with the undergraduate major adviser in the spring semester of the sophomore year. Students considering majoring in the department are encouraged to take the introductory

courses early in their undergraduate career and should also seek advice from departmental faculty. Students who are interested in interdisciplinary concentrations or in spending a junior year abroad are strongly advised to seek assistance in planning their major early in their sophomore year.

### ***Honors***

A semester-long research project, culminating in a lengthy paper written under the supervision of a member of the department, is required to be considered for honors. Students can register for honors — a unit of independent study (403) in either semester of the senior year — at the invitation of the department and the supervising faculty member. Honors are granted if the final paper is considered of superior quality (3.3 or above).

### ***Minor Requirements***

The minor requires six courses. Core requirements are Archaeology 101 and 102 in addition to four other courses selected in consultation with the major adviser.

### ***Languages***

Majors who contemplate graduate study in Classical fields should incorporate Greek and Latin into their programs. Those who plan graduate work in Near Eastern or Egyptian may take appropriate ancient languages at the University of Pennsylvania, such as Middle Egyptian, Akkadian and Sumerian. Any student considering graduate study in archaeology should study French and German.

### ***Fieldwork***

The department strongly encourages students to gain fieldwork experience and assists them in getting positions on field

projects in North America and overseas. From time to time the department carries out its own field projects, and undergraduates may be invited to participate.

The Tarsus Regional Project has been initiated by Bryn Mawr College and Bogaziçi University in Istanbul to investigate the Gözlü Küle mound at Tarsus, in Cilicia, and its vicinity.

### ***Study Abroad***

Study abroad is encouraged if the program is approved by the department. Major credit for courses taken is given on a case-by-case basis. Normally credit will not be given for courses that are ordinarily offered by the department.

#### **101. The Uses of the Past: Introduction to Egyptian and Near Eastern Archaeology**

A historical survey of the archaeology and art of the ancient Near East, Egypt and the prehistoric Aegean. Three hours of class, one hour of special topics a week. (Ellis, Division III).

#### **102. The Uses of the Past: Introduction to Greek and Roman Archaeology**

A historical survey of the archaeology and art of Greece, Etruria and Rome. Three hours of class, one hour of special topics each week. (Miller-Collett, Division III)

#### **201. Preclassical Greek Art and Archaeology**

The art and archaeology of Greece and its Mediterranean neighbors between the end of the Bronze Age and the Persian invasion (ca. 1100 - 480 B.C.E.), the period which saw the rise of the city-state, the introduction of democracy, and the spread of Greek civilization by colo-



nization and trade. The architecture, painting, sculpture and minor arts will be studied with attention to their historical and cultural contexts. (Donohue, Division III)

## **202. Classical Greek Art and Archaeology**

The art and archaeology of Greece and its Mediterranean neighbors between the Persian invasion of 480 B.C.E. and the rise of Macedonia in the mid-fourth century B.C.E., the period which saw the rise of Athens, the achievements of the Periclean democracy and the dissolution of Athenian power in the wake of the Peloponnesian War. The architecture, painting, sculpture and minor arts will be studied with attention to their historical and cultural contexts. (Donohue, Division III) *Not offered in 2001-02.*

## **203. Ancient Greek Cities and Sanctuaries.**

A study of the development of the Greek city-states and sanctuaries. (Wright, Division III; cross-listed as Growth and Structure of Cities 203)

## **204. Iron Age, Italian and Etruscan Art and Archaeology**

The art and archaeology of peninsular Italy from the Iron Age down to the period of the Early Republic of Rome, with special focus on the culture of the Etruscans and their interaction with the Greeks and Romans. (Turfa, Division III) *Not offered in 2001-02.*

## **208. Ancient Near Eastern History**

The history of ancient western Asia (Mesopotamia, Anatolia, Syria/Palestine) from the middle of the fourth millennium B.C.E. to the rise of the Persian Empire, emphasizing the written and archaeolog-

ical sources. Topics include the rise of urbanism and state organization, the development and consequences of literacy, and the degree to which the contributions of different ethnic groups can be distinguished. (Ellis, Division III)

*Not offered in 2001-02.*

## **209. Aegean Archaeology**

The prehistoric cultures of the Aegean area concentrating on Minoan Crete, Troy, the Aegean Islands and Mycenaean Greece. (Wright, Division III)

## **212. Art and Archaeology of the Hellenistic World**

An examination of the material culture of the extended Mediterranean region, with special attention to the role of the figurative arts in the political and cultural transformation of the classical world. (Donohue, Division III) *Not offered in 2001-02.*

## **214. The Evolution of Civilization in the Aegean**

Prehistoric and protohistoric human societies in the Aegean basin (western coast of Turkey, Aegean Islands, mainland of Greece). Topics are the appearance of humans in the Paleolithic; the origins of agriculture and villages; craft production, exchange and the emergence of interaction spheres; the evolution of the Minoan and Mycenaean state-level societies; and their collapse and the conditions that led to the formation of the historic Greek period of city states. Methodological approaches are drawn upon examples from the Near East and the New World. Special sessions explore the role of women, theories of matriarchy and the "mother goddess," and the role of alcoholic beverages in societal formation. (Wright, Division III) *Not offered in 2001-02.*

### **223. Ancient Near Eastern**

#### **Architecture and Cities**

Building techniques, forms, and functions of structures, settlements and cities, effects of environment and social structure. (Ellis, Division III, cross-listed as Growth and Structure of Cities 223)

*Not offered in 2001-02.*

### **224. Women in the Ancient Near East**

A survey of the social position of women in the ancient Near East, from the earliest sedentary villages to empires of the first millennium B.C.E. Topics include critiques of traditional concepts of gender in archaeology and of theories of matriarchy. A number of case studies illustrate the historicity of gender concepts: women's work in early village societies; the meanings of Neolithic female figurines; the position of women in early states; the representation of gender in the Gilgamesh epic and other Sumerian texts; the institution of the "Tawananna" (queen) in the Hittite empire; the indirect power of women such as Semiramis in the Neo-Assyrian palaces. Reliefs, statues, texts and more indirect archaeological evidence are the basis for the discussion of the historical examples. (staff, Division III) *Not offered in 2001-02.*

### **226. Anatolian Archaeology**

The archaeology and cultural history of Anatolia (modern-day Turkey) from pre-history to Classical times. An historical and archaeological overview of topography and monuments. Topics include economy, religion and social systems. (staff, Division III)

*Not offered in 2001-02.*

### **230. Archaeology and History of Ancient Egypt**

The cultural, social and political development of Egypt from the beginning of

settled communities in the Nile Valley to the end of the New Kingdom (about 5000 to 1100 B.C.E.), in both the African and the wider Near Eastern contexts. Emphasizes archaeological remains, but also makes use of documentary evidence. (Ellis, Division III)

*Not offered in 2001-02.*

### **236. Syro-Palestinian Archaeology**

The archaeology of the Levant and its relationships with surrounding cultures from the Neolithic Period through the end of the Iron Age. Topics include the history of research and focus on the relationships among cultures within the area. (staff, Division III)

*Not offered in 2001-02.*

### **240. Mesopotamia before 1600 B.C.E.**

An examination of the development of Sumerian, Babylonian and Assyrian culture from the origins of village life to the fall of the Old Babylonian Dynasty. After a brief overview of the origins of food production and of Neolithic development, particular attention is paid to the origins of urbanism, writing, long-distance trade and other characteristics of social complexity; the Sumerian city-states of the Early Dynastic period and their social, religious and economic life; the appearance of other ethnic groups and their effect on cultural development; the founding and the fall of supra-regional empires; and the archaeological evidence for the life and ideologies of the ancient Mesopotamians. (Ellis, Division III)

### **241. Mesopotamia after 1600 B.C.E.**

An examination of the development of Babylonian and Assyrian culture from the so-called Dark Age following the end of the Old Babylonian Dynasty, through

the time of the "International Age" of the late second millennium B.C.E., the critical period of the transition from the Bronze to the Iron Age at the end of the millennium. Attention is given to the evidence for economic development and change as seen in the archaeological record; technological change and its effect on society and culture; the influence of foreign contacts and new peoples on Mesopotamian culture; and the ways in which religious ideas and political aspirations inform the art of the times. (Ellis, Division III)

### **302. Greek Architecture**

The Greek architectural tradition and its historical development. (Wright; cross-listed as Growth and Structure of Cities 302) *Not offered in 2001-02.*

### **303. Classical Bodies**

An examination of the conceptions of the human body evidenced in Greek and Roman art and literature, with emphasis on issues that have persisted in the Western tradition. Topics include the fashioning of male and female concepts and standards of beauty and their implications; conventions of visual representation; the nude; clothing and its symbolism; the athletic ideal; physiognomy; medical theory and practice; the visible expression of character and emotions; and the formulation of the "classical ideal" in antiquity and later times. (Donohue, Division III)

### **304. The Etruscans**

An exploration of Etruscan culture from its origins in the Late Bronze Age to its gradual demise under Roman domination, with emphasis on its impact on the art and literature of Roman, Medieval and Renaissance Italy and the modern

world. The archaeology of this non-Indo-European ethnic group includes DNA analysis of modern populations, new appreciation of the modes of urbanization (earlier in Italy than in many areas), and the studies of funerary practices, commerce, language and technology. Intensive studies of Etruscan art and architecture include pottery, tomb painting and terracotta manufacture. (Turfa)

### **305. Ancient Athens: Monuments and Art**

Detailed analysis of the monuments, archaeology and art of ancient Athens — the home of such persons as Pericles, Sophocles and Plato. The course considers the art and monuments of ancient Athens against the historical background of the city and is a case study in understanding the role of archaeology in reconstructing the life and culture of the Athenians. (Miller-Collett; cross-listed as Growth and Structure of Cities 305) *Not offered in 2001-02.*

### **306. Monumental Painting**

The Mediterranean tradition of large-scale painting begins in prehistoric times and continues through Late Antiquity and beyond. Important examples survive on the walls of houses, tombs and other structures at sites in the Bronze Age Aegean, in Archaic, Classical and Hellenistic Anatolia, Macedonia, Magna Graecia, and Etruria, Rome and the famous sites of Pompeii and Herculaneum preserved by the eruption of Mount Vesuvius. Technical, artistic, cultural and interpretive issues will be considered. (Turfa) *Not offered in 2001-02.*

### **308. Methods and Techniques of Pottery Analysis**

Pottery is a fundamental means of establishing the relative chronology of archae-



ological sites and of understanding past human behavior. Included are theories, methods and techniques of pottery description, analysis and interpretation. Topics include typology, seriation, ceramic characterization, production, function, exchange and the use of computers in pottery analysis. Laboratory work on pottery in the department collections. Prerequisite: permission of instructor. (Magee)

### **315. Cities and Sanctuaries of the Ancient Mediterranean**

An exploration of urban models, with reference to the types of settlement and sanctuary encountered, with ethnic variations, throughout the Mediterranean basin following the Bronze Age up to the Roman Empire. Models include old cities developing from agglomerations of villages or as fortified acropolis sites; colonies initiated as emporia/commercial enterprises sponsored by multiple ethnic groups or by a "mother city." Sanctuaries are analyzed according to their different cults. Models developed in modern scholarship are examined critically with reference to the ancient literary sources and to recent archaeological finds. (Turfa; cross-listed as Growth and Structure of Cities 315)  
*Not offered in 2001-02.*

### **316. Trade and Transport in the Ancient World**

Issues of trade, commerce and production of export goods are addressed with regard to the Aegean cultures of the Late Bronze Age and the wider Mediterranean of the first millennium B.C.E. Crucial to these systems is the development of the means of transport for land and sea. Readings from ancient texts are targeted with the evidence of archaeological/

underwater excavation and information on the commodities traded in antiquity. (Turfa; cross-listed as Growth and Structure of Cities 316)  
*Not offered in 2001-02.*

### **318. Peasants, Traders, Bureaucrats: Economies in the Ancient Near East**

An introduction to economic organization, including production, distribution and consumption in the Ancient Near East. After introducing some basic concepts, the character and problems of textual and archaeological sources are discussed. (staff) *Not offered in 2001-02.*

### **324. Roman Architecture** (Scott, Division III; cross-listed as Classical Studies 324) *Not offered in 2001-02.*

### **351. The Phoenicians**

Study of the origins of the Phoenicians in the Late Bronze-early Iron Age and their dispersal throughout the Mediterranean, with special attention to the interactions in the West through the period of the Punic Wars. Prerequisite: 204 or permission of the instructor. (Turfa, Division III; cross-listed as Growth and Structure of Cities 357) *Not offered in 2001-02.*

### **398, 399. Senior Conference**

A weekly seminar on common topics with assigned readings and oral and written reports. (Turfa, Donohue)

### **403. Independent Supervision** (staff)

The Department of Classical and Near Eastern Archaeology sponsors the following courses in the Department of Greek, Latin and Classical Studies, which should be of interest to archaeology students (see page 195).



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Classical Studies

**110. The World through Classical Eyes**

(Donohue, Division III)

*Not offered in 2001-02.*

**191. The World of the Greek Heroes:**

**Icon and Narrative**

(Hamilton, Division III)

*Not offered in 2001-02.*

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**Comparative Literature**

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*Chairs:*

Carol L. Bernstein

Deborah Roberts, *at Haverford College*

*Advisory Committee at Bryn Mawr:*

Elizabeth C. Allen

Nancy Dersofi

Francis Higginson

Maria Cristina Quintero

Azade Seyhan

*Advisory Committee at Haverford:*

Israel Burshatin

J. David Dawson

Roberto Castillo Sandoval

Ulrich Schoenherr

David Sedley

*Affiliated Faculty:*

Including, but not limited to, faculty members from the Bryn Mawr College and/or Haverford College Departments of Africana Studies, Anthropology, East Asian Studies, English, French, German, Greek, History of Art, Italian, Latin, Music, Philosophy, Religion, Russian and Spanish.

The study of comparative literature situates literature in an international perspective; examines connections among literary history, literary criticism, critical theory and poetics; and works toward an understanding of the sociocultural functions of literature. Interpretive methods from other disciplines that interrogate cultural discourses also play a role in the comparative study of literature; among these are anthropology, philosophy, history, religion, classical studies, Africana studies, gender studies and cultural studies, as well as other arts.

Comparative literature students are required to have a reading knowledge of at least one foreign language adequate to

the advanced study of literature in that language. Some comparative literature courses may require reading knowledge of a foreign language as a prerequisite for admission. Students considering graduate work in comparative literature should also study a second foreign language.

### **Major Requirements**

Requirements for the comparative literature major are: Comparative Literature 200: Introduction to Comparative Literature (normally taken in the sophomore year); six literature courses at the 200 level or above, balanced between two literature departments (of which English may be one) — at least two of these (one in each national literature) must be at the 300 level or above, or its equivalent as approved in advance by the adviser; one course in critical theory; two electives; Comparative Literature 398 and 399: Senior Seminar in Comparative Literature.

### **Honors**

Students who, in the judgment of the advisory committee, have done distinguished work in their courses and in the senior seminar will be considered for departmental honors.

### **Minor Requirements**

Requirements for the minor are: Comparative Literature 200 and 398, plus four additional courses — two each in the literature of two languages. At least one of these four courses must be at the 300 level. Students who minor in comparative literature are encouraged to choose their national literature courses from those with a comparative component.

Both majors and minors are encouraged to work closely with the chairs and members of the advisory committee in shaping their programs.

### **200. Introduction to Comparative Literature**

This course explores a variety of approaches to the comparative or transnational study of literature through readings of several kinds: texts from different cultural traditions that raise questions about the nature and function of storytelling and literature; texts that comment on, respond to and rewrite other texts from different historical periods and nations; translations; and readings in critical theory. A reading list will be available in the fall semester. (Sedley, Division III)

**201. Cleopatra: Images of Female Power** (Gaisser, Jones, Division III; cross-listed as Classical Studies 201)  
*Not offered in 2001-02.*

**209. Introduction to Literary Analysis: Philosophical Approaches to Criticism** (Seyhan, Division I or III; cross-listed as German and German Studies 209 and Philosophy 209)

**210. Women and Opera** (Dersofi, Division III; cross-listed as Italian 210)  
*Not offered in 2001-02.*

**211. Primo Levi, the Holocaust and Its Aftermath** (Patruno, Division III; cross-listed as Italian 211)  
*Not offered in 2001-02.*

**212. Borges y sus lectores** (Sacerio-Garí, Division III; cross-listed as Spanish 211) *Not offered in 2001-02.*

**213. Approches critiques et théoriques** (Higginson, Division III; cross-listed as French and French Studies 213)

**215. Readings from the Margins: Sephardic and Mizrahi Literature**

(Potok, Division III; cross-listed as Hebrew and Judaic Studies 215)

*Not offered in 2001-02.*

**222. Aesthetics** (Krausz, Division III, cross-listed as Philosophy 222)

**227. Origins of Aesthetics: China, Greece and Modern Europe**

(K. Wright; cross-listed as East Asian Studies 227 and Philosophy 227)

*Not offered in 2001-02.*

**229. Movies and Mass Politics**

(Tratner, Division III; cross-listed as English 229)

**230. Poetics of Desire in the Lyric Poetry of Renaissance Italy and Spain**

(Dersofi, Quintero, Division III; cross-listed as Italian 230 and Spanish 230)

*Not offered in 2001-02.*

**231. Cultural Profiles in Modern Exile.**

(Seyhan, Division III; cross-listed as Anthropology 231 and German and German Studies 231)

**234. Postcolonial Literature in**

**English** (Tratner, Division III, cross-listed as English 234)

*Not offered in 2001-02.*

**245. Women's Narratives on Modern Migrancy, Exile and Diasporas**

(Seyhan, Division III; cross-listed as Anthropology 246 and Growth and Structure of Cities 223)

*Not offered in 2001-02.*

**251. Romantic Prose Fiction** (Allen,

Division III) *Not offered in 2001-02.*

**257. Realism: Aesthetics and Ethics** (Allen, Division III)

**260. Ariel/Calibán y el discurso**

**americano** (Sacerio-Garí, Division III; cross-listed as Spanish 260)

**269. Ecologies of Theater:**

**Performance, Play and Landscape**

(Lord, Division III; cross-listed as Arts Program — Theater 270)

*Not offered in 2001-02.*

**270. The Picaresque in Spain and**

**Beyond** (Quintero, Division III; cross-listed as Spanish 270)

**283. The Urban Novel**

(Bernstein, Division III; cross-listed as English 283 and Growth and Structure of Cities 283) *Not offered in 2001-02.*

**292. Introduction to Critical Theories**

(Tratner, Division III; cross-listed as English 292) *Not offered in 2001-02.*

**293. The Play of Interpretation**

(Bernstein, Division III; cross-listed as English 293 and Philosophy 293)

*Not offered in 2001-02.*

**298. The Cultural Politics of Memory**

(Bernstein, Division III; cross-listed as English 298)

**302. Le printemps de la parole féminine: femmes écrivains des débuts**

(Armstrong, Division III; cross-listed as French and French Studies 302)

*Not offered in 2001-02.*

**306. Film Theory** (Kahana, Division

III; cross-listed as English 306.)

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**318. The Matter of Troy** (Kramer, Division III, cross-listed as English 346) *Not offered in 2001-02.*

**320. Topics in German Literature: Romancing Culture** (Seyhan, Division III; cross-listed as German and German Studies 320) *Not offered in 2001-02.*

**323. Culture and Interpretation** (Krausz, Division III; cross-listed as Philosophy 323) *Not offered in 2001-02.*

**331. Queer Literature/Queer Theory** (Rodriguez, Division III; cross-listed as English 331) *Not offered in 2001-02.*

**340. Problems in Baroque Art: Representation of Gender and Power in Habsburg Spain** (McKim-Smith, Quintero, Division III; cross-listed as History of Art 340 and Spanish 340)

**346. Modernisms** (Tratner, Division III, cross-listed as English 346) *Not offered in 2001-02.*

**350. Voix médiévales et échos modernes** (Armstrong, Division III; cross-listed as French and French Studies 350) *Not offered in 2001-02.*

**352. Romanticism and Interpretation** (Bernstein, Division III, cross-listed as English 352) *Not offered in 2001-02.*

**354. Topics in Art Criticism** (Levine, Division III; cross-listed as History of Art 354) *Not offered in 2001-02.*

**380. Landscape Art in Cultural Perspective** (Briggs, Division III; cross-listed as English 380) *Not offered in 2001-02.*

**384. Theories of Fiction** (Bernstein, Division III, cross-listed as English 384) *Not offered in 2001-02.*

**387. Allegory in Theory and Practice** (Hedley, Division III; cross-listed as English 387) *Not offered in 2001-02.*

**392. National Bodies: Theories of Race, Gender and Sexuality in a Global Context** (Rodriguez, Division III; cross-listed as English 392) *Not offered in 2001-02.*

**393. Interpretive Strategies** (Bernstein, Division III; cross-listed as English 393)

**398a. Advanced Study of Comparative Literature in the Context of Criticism and Theory** (Bernstein)

**399b. Senior Seminar**  
Advanced study of comparative literary poetics, including oral and written presentations of a senior project and a comprehensive oral examination. (Roberts)

Haverford College currently offers the following courses in Comparative Literature:

**203b. Writing the Jewish Trajectories in Latin America**

**205a. Studies in the Spanish-American Novel**

**208a. Mythology**

**213b. Tragedy and the Tragic: Suffering, Representation and Response**

**214a. Writing the Nation: 19th-Century Literature in Latin America**

**220b. The English Epic**

**228b. The *Logos* and the *Tao***



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- 247a. Anthropology and Literature: Ethnography of Black African Writing, 1888-1988
  - 251a. Comparative Mystical Literature
  - 262 01. Film Before World War II
  - 262a. Islamic Literature and Civilization
  - 289a. Children's Literature
  - 301a. Topics in the Philosophy of Literature
  - 310b. The Family in Novels of the Past 40 Years of Spanish America
  - 312 02. Advanced Topics: Le Maghreb litteraire
  - 320a. Spanish-American Colonial Writings
  - 352a. Evita and Her Sisters
  - 353b. Topics in the Philosophy of Language: Metaphor, Meaning and the Dialogical Mind
  - 381a. Textual Politics
  - 382b. On the Sublime
  - 389b. Problems in Poetics: The Interpretation of the Lyric
  - 399b. Senior Seminar

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## Computer Science

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### *Coordinators:*

Deepak Kumar,  
(on leave, semester I 2001)  
David G. Wonnacott, *at Haverford College*

### *Associate Professor:*

Steven Lindell, *at Haverford College*

### *Assistant Professors:*

Douglas S. Blank  
Rebecca T. Mercuri  
John Dougherty, *at Haverford College*

### *Affiliated Faculty:*

George E. Weaver Jr.

Computer science studies methods of solving problems and processes that manipulate and transform information. It is the science of algorithms — their theory, analysis, design and implementation. As such, it is an interdisciplinary field with roots in mathematics and engineering and applications in many other academic disciplines.

Computer science is a bi-college program, supported jointly by faculty at both Bryn Mawr and Haverford Colleges. Bryn Mawr offers computer science as a minor that can be combined with any major, depending on the student's preparation. Haverford offers computer science as an area of concentration, anchored in the Departments of Mathematics and Physics. Additionally, it is possible for students to propose an independent major in computer science (see pages 65-66). The computer science program also strives to facilitate evolving interdisciplinary independent majors. For example, students can propose a major in cognitive science by combining relevant coursework from computer science and

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disciplines like psychology and philosophy.

Both Bryn Mawr's minor and Haverford's concentration emphasize foundations and basic principles of information science, rather than engineering or data-processing applications. Both colleges believe this approach to be the most consistent with the principles of scientific education in the liberal arts. The aim is to provide students with skills that transcend short-term fashions and fluctuations in computer hardware and software. Some of these skills are mathematical, while others come from the rapidly growing and maturing field of computer science itself.

The computer science program introduces students to both the theoretical and practical aspects of computer science through a core sequence of four courses, designed to be taken in the sophomore and junior years: Computer Science 240, 245, 340 and 345. These are normally preceded by an introductory sequence of two courses (Computer Science 110 and 206) and by a course in discrete mathematics (Computer Science 231). Additional electives and advanced courses build on material developed in the four core courses.

### ***Minor Requirements***

The requirements for a minor in computer science at Bryn Mawr are Computer Science 110 or 205a; Computer Science 206; Mathematics 231; any two of Computer Science 240, 245, 246, 340 or 345; and two electives chosen from any course in computer science at Bryn Mawr or Haverford, approved by the student's coordinator in computer science. As mentioned above, these requirements can be combined with any other major, depending on the student's interests and

preparation. Students desiring to propose independent majors in computer science or related fields should work in close cooperation with their coordinator in computer science.

The requirements for the concentration at Haverford may be combined with existing mathematics and physics major requirements. Interested students should consult with the faculty coordinators listed above to develop an appropriate course schedule.

### **100b. The World of Computing**

An introduction to the use of the computer for problem solving in any discipline, including an introduction to programming in a structured language (currently Pascal) with emphasis on the development of general problem-solving skills and logical analysis. Applications are chosen from a variety of areas, emphasizing the nontechnical. (Dougherty, Division II or Quantitative Skills)

### **110. Introduction to Computer Science**

An introduction to the nature, subject matter and branches of computer science as an academic discipline, and the nature, development, coding, testing, documenting and analysis of the efficiency and limitations of algorithms. Also includes the social context of computing (risks, liabilities, intellectual property, and infringement). (staff, Division II or Quantitative Skills)

### **205a. Introduction to Computer Science**

A rigorous year-long introduction to the fundamental concepts of computer science intended for students interested in doing more advanced work in technical and scientific fields. Includes the fundamental data structures of computer science and their algorithms. Examples and

exercises will stress the mathematical aspects of the discipline, with a strong emphasis on programming and analytical problem-solving skills. Students without a strong (high school) mathematics or programming experience should take Computer Science 100 instead. (staff, Division II or Quantitative Skills)

### **206. Introduction to Data Structures**

Introduction to the fundamental algorithms and data structures of computer science: sorting, searching, recursion, backtrack search, lists, stacks, queues, trees, graphs, dictionaries. Introduction to the analysis of algorithms. Prerequisite: Computer Science 205 or 110, or permission of instructor. (staff, Division II or Quantitative Skills)

### **207b. Computing Across the Sciences**

This course presents an integrated interdisciplinary survey of computational techniques for investigating natural phenomena such as genomics, galactic dynamics, image analysis and molecular dynamics. It will include discussion of the applications of each technique in different scientific disciplines. Prerequisite: Mathematics 114 (or 120 or 121) and two semesters of an introductory course in any of the sciences. (Wonnacott, Division II)

### **210a. Linear Optimization and Game Theory**

Covers in depth the mathematics of optimization problems with a finite number of variables subject to constraints. Applications of linear programming to the theory of matrix games and network flows are covered, as well as an introduction to nonlinear programming. Emphasis is on the structure of optimal solutions, algorithms to find them, and the

underlying theory that explains both. (Greene, Division II or Quantitative Skills)

### **212a. Computer Graphics**

Presents the fundamental principles of computer graphics: data structures for representing objects to be viewed, and algorithms for generating images from representations. Prerequisite: Mathematics 203 or 215, or permission of instructor. (Dougherty) *Not offered in 2001-02.*

### **230a. Foundations of Rigorous Thinking**

Develops rigorous thinking skills through the linguistic foundations of mathematics: logic and sets. Emphasis on using symbology to represent abstract objects and the application of formal reasoning to situations in computer science. (Lindell) *Not offered in 2001-02.*

### **231. Discrete Mathematics**

An introduction to discrete mathematics with strong applications to computer science. Topics include set theory, functions and relations, propositional logic, proof techniques, recursion, counting techniques, difference equations, graphs and trees. (Weaver, Division II or Quantitative Skills; cross-listed as Mathematics 231)

### **235a. Information and Coding Theory**

Covers the mathematical theory of the transmission (sending or storing) of information. Included are encoding and decoding techniques, both for the purposes of data compression and for the detection and correction of errors. (staff; cross-listed as Mathematics 235a) *Not offered in 2001-02.*

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### **240a. Principles of Computer Organization**

A lecture/laboratory course studying the hierarchical design of modern digital computers. Combinatorial and sequential logic elements; construction of micro-processors; instruction sets; assembly language programming. Lectures cover the theoretical aspects of machine architecture. In the laboratory, designs discussed in lecture are constructed in software. Prerequisite: Computer Science 206 or permission of instructor. (Wonnacott, Division II)  
*Not offered in 2001-02.*

### **245a. Principles of Programming Languages**

An introduction to a wide range of topics relating to programming languages with an emphasis on abstraction and design. Design issues relevant to the implementation of programming languages are discussed, including a review and in-depth treatment of mechanisms for sequence control, the run-time structure of programming languages and programming in the large. The course has a strong lab component where students get to construct large programs in at least three different imperative programming languages. (Wonnacott, Division II)

### **246. Programming Paradigms**

An introduction to the nonprocedural programming paradigms. The shortfalls of procedural programming derived from the von Neumann model of computer architectures are discussed. An in-depth study of the principles underlying functional programming, logic programming and object-oriented programming. This course has a strong lab component where students construct programs in several programming languages representative

of the paradigms. Prerequisite: Computer Science 205a or 110. (Kumar, Division II or Quantitative Skills)

### **320. Numerical Analysis**

Introduction to computer-based analysis with applications in various fields. Topics include linear and nonlinear systems, eigenvalue problems, interpolation, numerical integration and differentiation, solution of differential and integral equations. Prerequisite: Mathematics 102 at Bryn Mawr or Mathematics 114 at Haverford. (Roelofs)  
*Not offered in 2001-02.*

### **340b. Analysis of Algorithms**

Qualitative and quantitative analysis of algorithms and their corresponding data structures from a precise mathematical point of view. Performance bounds, asymptotic and probabilistic analysis, worst-case and average-case behavior. Correctness and complexity. Particular classes of algorithms such as sorting and searching are studied in detail. Prerequisites: Computer Science 206 and some additional mathematics at the 200 level, or permission of instructor. (Lindell)  
*Not offered in 2001-02.*

### **345b. Theory of Computation**

Introduction to automata theory, formal languages and complexity. Introduction to the mathematical foundations of computer science: finite state automata, formal languages and grammars, Turing machines, computability, unsolvability and computational complexity. Prerequisites: Computer Science 206, and some additional mathematics at the 200 level, or permission of instructor. (staff)



### **350b. Compiler Design: Theory and Practice**

An introduction to compiler and interpreter design, with emphasis on practical solutions, using compiler-writing tools in UNIX and the C programming language. Topics covered include lexical scanners, context-free languages and pushdown automata, symbol table design, run-time memory allocation, machine language and optimization. (Wonnacott)

### **355b. Operating Systems: Theory and Practice**

A practical introduction to modern operating systems, using case studies from UNIX, VMS, MSDOS and the Macintosh. Lab sessions will explore the implementation of abstract concepts, such as resource allocation and deadlock. Topics include file systems, memory allocation schemes, semaphores and critical sections, device drivers, multiprocessing and resource sharing. (Wonnacott) *Not offered in 2001-02.*

### **372. Introduction to Artificial Intelligence**

Survey of Artificial Intelligence (AI), the study of how to program computers to behave in ways normally attributed to "intelligence" when observed in humans. Topics include heuristic versus algorithmic programming; cognitive simulation versus machine intelligence; problem-solving; inference; natural language understanding; scene analysis; learning; decision-making. Topics are illustrated by programs from literature, programming projects in appropriate languages and building small robots. (Kumar, Division II or Quantitative Skills; cross-listed as Philosophy 372) *Not offered in 2001-02.*

### **380. Recent Advances in Computer Science**

A topical course facilitating an in-depth study on a current topic in computer science. Prerequisite: permission of instructor. (Mercuri, Division II)

### **392a. Advanced Topics: Parallel Processing**

This course provides an introduction to parallel architecture, languages and algorithms. Topics include SIMD and MIMD systems, private memory and shared memory designs; interconnection networks; issues in parallel language design including process creation and management, message passing, synchronization and deadlock; parallel algorithms to solve problems in sorting, search, numerical methods and graph theory. Prerequisite: Computer Science 240; 246 and 355 are also recommended. (Dougherty, Division II)

### **394b. Advanced Topics in Discrete Mathematics and Computer Science** (Lindell) *Not offered in 2001-02.*

In addition to the courses listed above, the following courses are also of interest.

#### **General Studies**

#### **213. Introduction to Mathematical Logic**

#### **303. Advanced Mathematical Logic**

#### **Mathematics**

#### **222b. Introduction to Scientific Computing**

#### **237a. Logic and the Mathematical Method**

#### **Physics**

#### **306. Mathematical Methods in the Physical Sciences**

#### **322. Solid State Physics**

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## East Asian Studies

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### *Professors:*

Michael Nylan, (on leave, 2001-02)  
Paul J. Smith, at *Haverford College*,  
(on leave, 2001-02)

### *Associate Professor:*

Haili Kong, at *Swarthmore College*,  
(on leave, 2001-02)

### *Assistant Professors:*

Shizhe Huang, at *Haverford College*,  
(on leave, semester I 2001)  
Theresa Chang-whei Jen

### *Senior Lecturer:*

Yoko Koike, M.S., at *Haverford College*,

### *Instructors:*

Ari Levine  
Peisong Xu  
Juwen Zhang

### *Affiliated Faculty:*

Including, but not limited to, faculty members from the Bryn Mawr College and/or Haverford College Departments of Anthropology, Growth and Structure of Cities, History, History of Art, Music, Philosophy, Psychology and Religion.

The bi-college East Asian Studies program offers a major designed for students who wish to study the languages and cultures of East Asia. The objective of the major is to provide students with proficiency in an East Asian language and a multidisciplinary background in the culture associated with it.

By graduation, majors will have completed at least three years of study of an East Asian language, and further study is encouraged, especially for students entering academic graduate programs.

The bi-college program offers courses in Chinese and Japanese. Korean language courses, along with advanced

courses in Chinese and Japanese, are available at the University of Pennsylvania. Students are also urged to take advantage of designated programs for one or two semesters of study in East Asia, as well as summer programs in the United States or East Asia. Study abroad programs should be chosen in consultation with the student's language teachers and adviser, who will suggest specific programs for credit.

Students majoring in East Asian Studies are expected to focus their studies in one culture, usually that of the language they study, and to work closely with their advisers in order to construct a coherent course of study. Majors are also required to take the senior conference, which includes writing a thesis.

### *Major Requirements*

Requirements for the major are:

1. Completion of the third-year level of (Mandarin) Chinese or Japanese as taught in the bi-college program, or the equivalent proficiency as certified by the program. Students who entered college with native-level fluency in one East Asian language will be required to begin the study of another.
2. Two non-language introductory courses, Chinese Civilization (East Asian Studies 131) and Japanese Civilization (East Asian Studies 132). This requirement should be fulfilled by the end of the sophomore year, and preferably during the freshman year.
3. Four non-language courses chosen with the help of a faculty advisor to create a coherent course of study. Most of this course work should be in the region (usually China or Japan) corresponding to the language

of focus. Special arrangements may be possible for a focus on Korea. At least one of the four courses must be at the 300 level, and another must be either comparative or on a region other than the region of focus.

4. A full-year senior conference. In the fall the senior conference addresses theoretical and methodological issues pertaining to the study of East Asia and introduces students to research methods. The spring is devoted to writing the senior thesis, which is due a week before the end of classes.
5. A comprehensive oral examination — the culmination of the work in the major — will be given in the spring of the senior year. Each major will meet with a committee of at least two East Asian Studies faculty to discuss topics and books to be selected in advance. At the discretion of the East Asian Studies program, an oral defense of the thesis may be substituted for this requirement.

Students who enter college without a background in Chinese or Japanese will have to complete the first two years of language study as a prerequisite for the third-year level that is required by the major. Such students are strongly urged to begin their language training in the first year of college.

### *Honors*

Honors in East Asian Studies will be awarded by the program faculty on the basis of superior performance in three areas: coursework in major-related courses (including language classes), the senior thesis and the oral defense. An average of 3.5 in major-related coursework is considered the minimum necessary for consideration for honors.

### *Concentration Requirements*

A concentration in East Asian Studies is also offered in conjunction with other majors, in order to give recognition to a student's studies in an East Asian language and culture. Concentrators are expected to include a significant East Asian component in their senior work for their major.

The concentration in East Asian Studies may be declared in conjunction with most majors at Bryn Mawr. Students interested in becoming concentrators should consult with their major adviser and the chair of East Asian Studies.

The requirements for the concentration are:

1. Completion of the second-year level of language study in either (Mandarin) Chinese or Japanese as taught in the program, or equivalent proficiency in another East Asian language such as Korean.
2. One introductory survey course on East Asia, usually Chinese Civilization (East Asian Studies 131) or Japanese Civilization (East Asian Studies 132).
3. Four additional courses related to the area of focus, of which no fewer than two and no more than three will also form part of the student's major.
4. A senior thesis.

It is expected that departmental senior theses will address issues concerning the concentrator's area of focus in East Asia. Where this is impossible, a concentrator may write a separate paper or expand on work done for East Asian courses. Concentrators will be permitted to enroll in the senior conference for East Asian Studies majors with the permission of the chair at their campus. Because the successful operation of the concentration



depends on close cooperation between the associated departments on two campuses, students are urged to declare their intent to concentrate in East Asian Studies by the end of the first semester of their junior year.

### ***Study Abroad***

The program strongly recommends study abroad to maximize language proficiency and to take advantage of topics of instruction not offered by the Bryn Mawr and Haverford faculty. The study abroad programs that are approved for Bryn Mawr students are: the University of Massachusetts Program at Tunghai University, Taiwan; and International Christian University and Sophia University in Japan. Students who are interested in studying in China are urged to consult with faculty in the Chinese Language Program.

### **186. East Asian Family and Society**

An exploration of Chinese, Japanese and Korean views of the family in the past and present. Topics include: notions and practice of marriage, divorce, widowhood, adoption and chastity. The functions of the extended kinship group as it relates to several overlapping structures, including the socio-economic world, the community of the living and the dead, and the political sphere, are also explored. (Nylan, Division I; cross-listed as History 186). *Not offered in 2001-02.*

### **224. History of Chinese Cinema: 1905-1995**

An investigation of Chinese cinema in its 90-year development throughout different political regimes and cultural milieus. Cinema in China, as a 20th-century cultural hybrid of West and East, reflects social change and intellectual reaction,

both collectively and individually, in a changing era. A study of the chosen cinematic texts, from silent film to the post-fifth-generation filmmaker's films, focuses on issues related to nationhood, gender and modernity, along with the development of the cinematic discourse in China. All films have English subtitles and all readings are in English. No previous preparation in Chinese is required.

(Kong, Division I or III)

*Not offered in 2001-02.*

### **225. Modern Chinese Literature: 1919-1948**

An examination of a series of political, social, cultural and ideological dilemmas underlying 20th-century Chinese history. Fundamental issues of modernity and new literary developments under the impact of the May Fourth Movement are discussed. All readings are in English translation and no previous preparation in Chinese is required. (Kong, Division III) *Not offered in 2001-02.*

### **229. Comparative Urbanism**

(McDonogh, Division I; cross-listed as Anthropology 229 and Growth and Structure of Cities 229)

### **231. East Asian Calligraphy: Theory and Practice**

A comprehensive overview of the origins, evolution and artistic significance of East Asian calligraphy. A comprehensive approach will be used in analyzing brush techniques, writing styles and the construction of characters. Interactive workshops in calligraphy, special guest lectures, and trips to museums for East Asian calligraphy and painting exhibitions will be incorporated into the course. (Jen, Division I) *Not offered in 2001-02.*



### **233. Taoism: The Religion and the Philosophy**

An exploration of a corpus of major Taoist philosophical texts (including Lao Tzu's *Tao te ching* and the *Chuang tzu*) as they relate to (or seem at odds with) the development of Taoist religion, the only religion native to China. (Nylan, Division III; cross-listed as History 233 and Philosophy 233)

*Not offered in 2001-02.*

### **251. Chinese Culture and Language in the Formation of Modern Society**

An introduction to modern Chinese and the role that the culture and language play in contemporary Chinese society. It provides an overview of the language from cultural, social, psychological and linguistic perspectives, and is intended for individuals with an interest in China or Chinese culture and society, as well as for students of the Chinese language. Topics include the distinctive features of Chinese as a linguistic system, spoken and written; gender- and status-based differences in language use; the role of the culture and language in Chinese interpersonal communication and cultural identity; and the sociolinguistic variables in the ethnography of spoken language. The purpose of the course is to demonstrate the multifaceted and complex relationship between the Chinese language and its culture, and show how language use both exemplifies cultural values and simultaneously serves to reinforce them. (Jen, Division I) *Not offered in 2001-02.*

### **272. Early China: Material, Social and Philosophical Cultures**

The development of early China from the Shang-Yin period (ca. 1600 B.C.E.) to the end of the T'ang (618-905), with an emphasis on artistic, philosophical and

economic changes. Archaeological evidence and primary source materials are used in conjunction with secondary literature to sketch the outline of daily life, as well as the pattern of elite culture. (Nylan, Division I; cross-listed as History 272 and Political Science 272)  
*Not offered in 2001-02.*

### **273. Historians, Visionaries and Statesmen in China**

An examination of the most famous historians, visionaries and statesmen in China, focusing on four distinct time periods: the Han dynasty, the 11th century, the late-19th century, and the mid- to late-20th century, each of which represents a time of significant sociopolitical change. (Nylan, Division III; cross-listed as History 273 and Political Science 273)  
*Not offered in 2001-02.*

### **275. Asian Megacities**

An examination of the reasons behind the phenomenal growth of the Asian megacity, using case studies drawn from a number of countries, including China, Indonesia, Japan, Korea, Taiwan and Thailand. Race relations, public housing, widescale (and highly visible) poverty, labor relations, the changing role of women, environmental problems and historical preservation efforts are also explored. (Nylan, Division I; cross-listed as Growth and Structure of Cities 275 and History 275) *Not offered in 2001-02.*

### **276. Vietnam, China and the United States**

An examination of American foreign policy objectives in Asia in the recent past as they relate to the "containment of China." The complex pattern of Chinese-Vietnamese relations and the "logic"

pressing for "secondary wars" in Korea, Cambodia and Laos are also explored. (Nylan, Division I; cross-listed as History 276 and Political Science 276) *Not offered in 2001-02.*

**306. Origins of Political Philosophy: China and Greece**

A consideration of two cases of the emergence of critical and self-reflective public discourse and of the subsequent problem of the relationship between philosophy and political life. Readings from Confucius, Mencius, Chuang tzu, Hsun tzu, the pre-Socratics, Plato, Aristotle, Thucydides. (Nylan, Salkever; cross-listed as Philosophy 306 and Political Science 306) *Not offered in 2001-02.*

**353. East Asian Notions of Time and Space: Garden, House and City**

An exploration of Chinese and Japanese ways of thinking through an examination of their characteristic approaches to units of space. Readings on anthropology, art history and city planning are included. A questioning mind and a hands-on approach, rather than advanced training in these disciplines, are prerequisites to the course. (Nylan; cross-listed as Growth and Structure of Cities 353 and History 353) *Not offered in 2001-02.*

**398. Senior Conference**

Critical analysis of the theoretical and methodological implications of Orientalism for the study of East Asia, followed by oral and written presentations of a senior project. Required of all majors; open to concentrators and others by permission. (Levine)

**399. Senior Conference**

Thesis. (Levine)

Haverford College currently offers the following courses in East Asian Studies:

**132b. Japanese Civilization**

**228b. The *Logos* and the *Tao***

**256a. Zen Thought, Zen Culture, Zen History**

**282b. The Structure of Chinese**

**East Asian Languages**

The East Asian Studies program welcomes students who wish to combine their interests in East Asian languages with the study of an East Asian culture. These students are urged to consult the coordinator of East Asian Studies on either campus, who will advise them on creating individual plans of study in appropriate departments.

**CHINESE**

*Professor:*

Michael Nylan, (on leave, 2001-02)

*Associate Professor:*

Haili Kong, at *Swarthmore College*, (on leave, 2001-02)

*Assistant Professors:*

Shizhe Huang, at *Haverford College*, (on leave, semester I 2001)

Theresa Chang-whei Jen

*Instructors:*

Peisong Xu

Juwen Zhang

**001-002. Intensive Elementary Chinese**

An intensive introductory course in modern spoken and written Chinese. The development of oral-aural skills is integrated through grammar explanations and drill sessions designed to reinforce new material through active practice. Six hours a week of lecture and oral practice;

also individual conversation. This is a year-long course; both semesters are required for credit. (staff)

### **003-004. Intermediate Chinese**

Language skills in speaking, listening, reading and writing are further developed through carefully designed practices. Oral proficiency is enhanced by dramatization of situational topics, and written skills by regular composition writing. Both reading and writing are in Chinese characters only. Classes five hours, lab two hours a week. This is a year-long course; both semesters are required for credit. Prerequisite: Chinese 001, 002 or equivalent. (staff)

### **201, 202. Advanced Chinese: Readings in the Modern Chinese Short Story and Theater**

A focus on overall language skills through reading and discussion of modern short stories, as well as on students' facility in written and oral expression through readings in modern drama and screenplays. Readings include representative works from the May Fourth Period (1919-27) to the present. Audio and video tapes of drama and films are used as study aids. Prerequisite: Intermediate (second-year) Chinese or permission of instructor. (staff, Division III)

### **203, 204. Beginning Classical Chinese** Prerequisites: Elementary and Intermediate Chinese or Japanese, or permission of instructor. (Nylan)

*Not offered in 2001-02.*

### **301. Readings in the Humanities**

Development of language ability in the areas of modern Chinese literature, history and philosophy. Speaking and reading skills are equally emphasized through a

consideration of the intellectual, historical and social significance of representative works. Prerequisite: Chinese 202 or permission of instructor. (Nylan)  
*Not offered in 2001-02.*

## **JAPANESE**

*Acting Director:*

Yoko Koike, at Haverford College

### **001-002. First-Year Japanese (Intensive)**

Introduction to the four basic skills (reading, writing, speaking and listening), with special emphasis on the development of conversational fluency in socio-cultural contexts. Lecture and oral practice seven hours, language lab at least two hours a week. This is a year-long course; both semesters are required for credit. (Koike)

### **003-004. Second-Year Japanese (Intensive)**

A continuation of first-year Japanese, focusing on the further development of oral proficiency, reading and writing skills. Lecture and oral practice seven hours, language lab at least two hours a week. This is a year-long course; both semesters are required for credit. Prerequisites: Japanese 001, 002 or equivalent. (staff)

### **101, 102. Third-Year Japanese**

A continuation of language study with further development of oral proficiency. Emphasis is on reading and discussing simple texts. Advanced study of grammar and kanji; introduction to composition writing. Class three hours and oral practice one hour a week, and work in the language lab. Prerequisites: Japanese 003, 004 or equivalent. (Koike, staff)

**201, 202. Fourth-Year Japanese**

Advanced study of written and spoken Japanese using texts and audiovisual materials. Prerequisites: Japanese 101, 102 or equivalent and permission of instructor. (Glassman, Koike)

**Economics**

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*Professor:*

Noel J. J. Farley

*Associate Professors:*

Janet Ceglowski

Harriet B. Newburger, *Chair*,  
(on leave, 2001-02)

David R. Ross, *Acting Chair*, 2001-02

*Lecturer:*

Scott Redenius

*Visiting Professor:*

Albert Church

The economics curriculum consists of courses given at Bryn Mawr and Haverford. It is designed to provide an understanding of economic processes and institutions and the interactions among economic, political and social structures; it trains undergraduates in the methods used to analyze those processes and institutions and enables them to make policy judgments.

Economics 105 (or 101 and 102 at Haverford) introduces the theories and operating characteristics of modern economies that an educated person should understand; it also prepares students for further work in economics and business. Courses in the 130 series apply the theories and tools learned in Economics 105 to current issues in economic policy and analysis.

The group of intermediate 200-level courses offers a full range of topics in the discipline and is intended to meet a variety of student interests. Two advanced theory courses (Economics 300 and 302) examine in depth the workings of the price system in allocating economic resources and the aggregate processes that determine employment, inflation and growth. When combined with the tools of



quantitative empirical analysis (Economics 203 and 304), these courses supply a methodological and theoretical foundation for those planning to use economics in their professional careers. Advanced seminars provide a critical appreciation for the process of economic research through careful evaluation of professional journal articles and written work, including the senior research paper.

### ***Major Requirements***

Requirements for the major are 10 semester courses in economics, including Economics 105: Principles of Economics; Economics 203: Statistical Methods in Economics; Economics 300: Microeconomic Analysis; Economics 302: Macroeconomic Analysis; plus at least two additional semester courses of 300-level work. At least eight of the 10 required courses must be taken above the 100 level and have Economics 105 as a prerequisite. At least one course that requires a substantial research paper must be taken, preferably in the senior year. Economics 306, 313, 314, 316, 322, 324, 325, 326 and 331 either require or can incorporate such a paper.

Students should carefully consult individual course descriptions for prerequisites, which can differ between Bryn Mawr and Haverford. In most cases, Economics 101 and 102 at Haverford may substitute for Economics 105 at Bryn Mawr; while 105 and an additional elective substitute for 101 and 102 at Haverford. Depending on the topics covered, Economics 105 with a grade of 3.0 or higher may substitute for Economics 101 or 102. Mathematics 101 (or equivalent) is a prerequisite for Economics 300, 302 and 304 at Bryn Mawr; Mathematics 102 (or equivalent) is a prerequisite for Economics 300 and 302 at Haverford.

Prospective majors in economics are advised to take Economics 105 (or 101 and 102 at Haverford) by the end of the first semester of sophomore year. Economics 203 and either Economics 300 or 302 must be completed by the end of the junior year; Economics 300 and 302 must both be completed by the end of first semester of senior year. Students whose grade in Economics 105 (or Economics 101 and 102 at Haverford) is 2.3 or below are advised not to major in economics. Students planning to spend junior year studying abroad must complete Economics 105 (or 101 and 102) and 203, and preferably one other 200-level course, by the end of sophomore year. It is suggested that two or three 200-level courses be taken as background for 300-level courses. Members of the department should be consulted about desirable sequences of courses.

Students intending to pursue graduate work in economics should take Economics 304 and consider a minor in Mathematics: Mathematics 201, 203 and appropriate additional courses. Consult with members of the Department of Mathematics as early as possible, ideally by the end of the sophomore year.

### ***Honors***

An economics major whose average in economics courses at the beginning of the second semester of senior year is 3.4 or better is invited to become a candidate for the degree with honors in economics. Honors are awarded on the basis of a student's performance on a comprehensive examination administered by the department, the department's evaluation of a paper that the student submits as an example of her "best" work, and the student's performance in all her economics courses, including those taken in the sec-

ond semester of senior year. Average grades of 3.7 for the paper and the comprehensive examination are required for a student to graduate with honors.

### **Minor Requirements**

Requirements for the minor in economics include Economics 105 (or 101 and 102), 203 and a coherent selection of four or more additional courses approved by the department chair. For information about the International Economic Relations Program, see page 219.

### **105. Principles of Economics**

An introduction to micro- and macroeconomics: opportunity cost, supply and demand; consumer choice, the firm and output decisions; market structures; efficiency and market failure; the determination of national income, including government spending, money and interest rates; unemployment, inflation and public policy. (staff, Division I)

### **132. Free Trade: Rhetoric and Reality**

An introduction to international economics through policy issues and problems. In addition to the economic foundations of free trade, possible topics include uses and abuses of trade protection; labor standards; immigration; bilateral trade tensions; and multilateral trade agreements. Prerequisite: Economics 105, or 101 and 102. (Ceglowski, Division I)  
*Not offered in 2001-02.*

### **134. WTO, EU, NAFTA and All That**

Basic theory of international trade. Bilateralism versus Multilateralism in trade policy since 1945. The development of GATT, EU, ASEAN, NAFTA. Regional versus worldwide trade. The growing range of issues covered in trade policy — tariffs, public procurement,

environmentalism, labor conditions, intellectual property rights, services, Third World countries and the New World Economic Order. Prerequisite: Economics 105, or 101 and 102. (Farley, Division I) *Not offered in 2001-02.*

### **135. Understanding the Macroeconomy: Questions and Controversies**

Basic macroeconomic concepts are reviewed. Alternative methods of aggregate demand and aggregate supply are developed; the financial sector of the economy is introduced. Keynesian, monetarist and new classical theories of income determination are compared. The impact of foreign trade and exchange rates in open economies is evaluated. Economic growth, government spending and deficits, social security and other issues are explored. Prerequisite: Economics 105, or 101 and 102. (staff, Division I) *Not offered in 2001-02.*

### **136. Working with Economic Data**

Applies the theory learned in Principles of Economics to the quantitative analysis of economic data; uses spreadsheets and other tools to collect and judge the reliability of economic data. Topics may include evaluating alternative measures of income inequality and poverty; unemployment, national income and other measures of economic well-being; cost-benefit of public and private investments; construction of price indices and other government statistics; and evaluating economic forecasts. Prerequisite: Economics 105 or 102. (staff, Division I, Quantitative Skills)  
*Not offered in 2001-02.*

### **203. Statistical Methods in Economics**

Frequency distributions, probability and sampling theory, simple correlation and

multiple regression, and an introduction to econometric terminology and reasoning. The computer techniques required are developed as part of the course. Prerequisites: Economics 105, or 101 and 102, sophomore standing and permission of instructor. (staff, Quantitative Skills)

#### **204. Economics of Local Government Programs**

Elements of state and local public finance are combined with policy analysis. The course focuses on areas such as education, housing, local taxes, and interaction between central city and suburban governments. Each is examined from the standpoint of economic theory, then in terms of actual programs that have been carried out. Relevance of the economic theory is evaluated in light of lessons learned from program implementation. Examples are drawn from the Philadelphia area. Prerequisite: Economics 105 or 101. (Newburger, Division I) *Not offered in 2001-02.*

#### **206. International Economics**

International exchange in the nonproduction situation. Comparative advantages, the Heckscher-Ohlin theorem and the gains from trade. Empirical studies of the basis of U.S. trade. Price agreements on primary commodities. Market structure, multinational firms and foreign investment. Tariff theory and trade between industrialized and developing countries. Prerequisites: Economics 105, or 101 and 102. (Farley, Division I)

#### **207. Money and Banking**

Analysis of the development and present organization of the financial system of the United States, focusing on the monetary and payment systems, financial mar-

kets and financial intermediaries. Prerequisites: Economics 105, or 101 and 102. (Redenius, Division I)

#### **213. Taming the Modern Corporation**

Introduction to the economics of industrial organization and regulation, focusing on policy options for ensuring that corporations enhance economic welfare and the quality of life. Topics include firm behavior in imperfectly competitive markets; theoretical bases of antitrust laws; regulation of product and occupational safety, environmental pollution and truth in advertising. Prerequisite: Economics 101 or 105. (Ross, Division I; cross-listed as Growth and Structure of Cities 213)

#### **214. Public Finance**

Analysis of government's role in resource allocation, emphasizing effects of tax and expenditure programs on income distribution and economic efficiency. Topics include sources of inefficiency in markets and possible government responses; federal budget composition; U.S. tax structure and incidence; multigovernment public finance. Prerequisites: Economics 105, or 101 and 102. (Church, Division I; cross-listed as Growth and Structure of Cities 214)

#### **216. International Finance and Economic Policy**

The balance of payments and theories of its determination; fixed and flexible exchange rates; the dollar's behavior in exchange markets; the Eurodollar market and the European monetary system; public policy for internal and external balance; international debt problems. Prerequisite: Economics 206. (Farley, Division I)



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### **221. U.S. Economic History**

Study of the evolution of the economy of what is today the United States from the period of European settlement through the Great Depression. The course examines the roles played by technology, the environment, government and the nation's evolving economic institutions on the course of its economic development. Prerequisites: Economics 105, or 101 and 102. (Redenius, Division I; cross-listed as Growth and Structure of Cities 221.)

### **222. History of Economic Thought**

Examination of the Mercantilists, the Physiocrats, Smith, Malthus, Ricardo, Marx, Mill, Marshall and Keynes. Emphasis on the development of economic theory; also economic growth and the stationary state, value and distribution, and the role of the state. Prerequisites: Economics 101, 102, or 105. (staff, Division I)

*Not offered in 2001-02.*

### **230-249. Topics in Economics**

Courses in the 230-249 series deal with contemporary problems from the economist's viewpoint. They are offered as demand and staffing permit. Courses offered in recent years are listed below. Students should consult the instructor about prerequisites.

### **234. Environmental Economics**

Introduction to the use of economic analysis to explain the underlying behavioral causes of environmental and natural resource problems and to evaluate policy responses to them. Topics may include air and water pollution; the economic theory of externalities, public goods and the depletion of resources; cost-benefit analysis; valuing nonmarket benefits and

costs; linkages among environmental quality, economic growth and income distribution. Prerequisites: Economics 105, or 101 and 102. (Ross, Division I)

### **300. Intermediate Microeconomic Analysis**

Systematic development of the analytical framework underlying the behavior of consumers and firms. Determination of price; partial and general equilibria; welfare economics. Application to current economic problems. Prerequisites: Economics 105, or 101 and 102, Mathematics 101 (or equivalent), junior standing or sophomore standing and one 200-level economics elective. (Church)

### **302. Intermediate Macroeconomic Analysis**

Theoretical foundations of income determination, monetary phenomena, and fluctuations in price levels and employment; introduction to dynamic process; economic growth. Prerequisites: Economics 105, or 101 and 102, Mathematics 101 or equivalent, and sophomore standing. (Cegłowski, Division I)

### **304. Introduction to Econometrics**

The econometric theory presented in Economics 203 is further developed and its most important empirical applications are considered. Each student does an empirical research project using multiple regression and other statistical techniques. Prerequisites: Economics 203, 300, or both 302 and Mathematics 201. (Ross, Division I)

### **306. Advanced International Economic Policy**

Advanced models of economic integration; trade and economic change in developed and developing economies;



foreign capital movements; exchange-rate determination. Prerequisites: Economics 206 and 216. (Farley, Division I)

### **313. Industrial Organization and Public Policy**

Examination of the ways in which market structure and firm behavior interact to affect the performance of American industry. Topics include the dynamics of oligopolistic rivalry; competitive strategy; and the impact of antitrust legislation. Prerequisites: Economics 203, 213 and 300. (Ross, Division I)

### **314. Topics in Social Policy**

Supervised work in social policy. Topics may include state and local finance, focusing on differences in resources and expenditures among communities and the role of intergovernmental transfers; the extent and sources of poverty among individuals in the United States and the results of government programs to alleviate it; and discrimination, particularly in housing. Prerequisites: Economics 203, 300 and at least one course among 204, 208, 214 or 215, or permission of instructor. (Church, Division I; cross-listed as Growth and Structure of Cities 314)

### **316. Transition of the European Economy**

Topics include: the historical analysis of the process of integration and fragmentation of European countries; the politics and economics of monetary unification; center versus periphery in the European Union; changes since 1992; social policies in the European Union; the economic transition in Eastern Europe. Prerequisites: Economics 206, 216, junior standing and permission of instructor. (Farley, Division I)

*Not offered in 2001-02.*

### **320. Research Seminar on the Financial System**

Advanced study of topics involving the monetary and payment systems, financial markets and financial intermediaries from a microeconomic perspective. Each student will engage in a semester-long research project on a relevant topic of interest. Group meetings will involve presentation and discussion of research in progress. Prerequisites: Economics 207, 300 and permission of instructor. (Redenius)

### **321. Research Seminar in U.S. Economic History**

Advanced study of topics in U.S. economic history. Each student will engage in a semester-long research project on a relevant topic of interest. Group meetings will involve presentation and discussion of research in progress. Prerequisites: Economics 221, 300 or 302, and permission of instructor. (Redenius)

### **324. Seminar on the Economics of Poverty and Discrimination**

Typically includes three modules covering topics in poverty and discrimination, two of which are chosen by the instructor; the third is chosen jointly by the instructor and the students. Examples include housing and labor market discrimination; distributional issues in educational finance; growth of inequality in the United States. Prerequisites: Economics 203, 300 and at least one course among 204, 208, 214 or 215, or permission of instructor. (Newburger, Division I; cross-listed as Growth and Structure of Cities 324)

*Not offered in 2001-02.*

### **326. Open Economy Macroeconomics**

Advanced theory and policy with respect to aggregate international economic issues. Topics include international

mobility of saving and investment flows; international transmission of economic disturbances; domestic impacts of international economic policies; and causes and consequences of balance of payments disequilibria. Each student does a semester-long research project on a relevant topic of interest. Prerequisites: Economics 216, 302 and permission of instructor. (Ceglowski, Division I)

**403. Supervised Work**

An economics major may elect to do individual research. A semester-long research paper is required; it satisfies the 300-level research paper requirement. Students who register for 403 must submit an application form before the beginning of the semester (the form is available from the department chair). The permission of both the supervising faculty member and department chair is required.

Haverford College currently offers the following courses in economics:

- 203. Statistical Methods in Economics**
- 205a. Corporate Finance**
- 209b. Law and Economics**
- 224b. Women in the Labor Market**
- 230a. Privatization of State and Local Government**
- 247a. Financial Accounting**
- 248a. Global Economics: Theory and Practice**
- 297a. Economic Sociology**
- 300b. Intermediate Microeconomic Analysis**
- 302a. Intermediate Macroeconomic Analysis**
- 304b. Introduction to Econometrics**
- 311a. Theory of Non-Cooperative Games**
- 332b. Managerial Economics**
- 345a. Topics in Labor Economics**

**Education**

*Director and Assistant Professor of Education:*

Alison Cook-Sather, (on leave, 2001-02)

*Field Placement Coordinator and Bryn Mawr College Adviser:*

Robyn Newkumet

*Program Administrator and Haverford College Adviser:*

Shirley Brown

*Lecturers:*

Jody Cohen

Alice Lesnick

Education is an interdisciplinary area of study drawing on the fields of anthropology, economics, history, linguistics, philosophy, psychology, public policy and sociology. Education courses invite recognition and analysis of the dialectic between theory and practice and of the connections between what we learn, why we learn, how we learn, and how all learning fits into larger historical, philosophical, psychological and socioeconomic patterns.

The Bryn Mawr/Haverford Education Program offers three options to students interested in education. Students may:

1. Complete a sequence of courses leading to state certification to teach at the secondary (grades 7-12) level in Pennsylvania.
2. Pursue a minor in Educational Studies.
3. Take courses that are open to all interested students.

The certification sequence and the minor are described below. Students seeking certification or wishing to complete a minor should meet with the field placement coordinator and adviser as early as possible for advice on scheduling, preferably by the sophomore year.

Once enrolled in either program, students must meet with the field placement coordinator and adviser at course selection time each semester.

### ***Certification Requirements***

The Bryn Mawr/Haverford Education Program is accredited by the state of Pennsylvania to prepare candidates for junior and senior high school certification (grades 7-12) in 12 fields: Biology, Chemistry, Chinese, English, French, German, Latin, Mathematics, Physics, Russian and Spanish. Pursuit of certification in Chinese, German, Latin and Russian is subject to availability of student-teaching placements, and students interested in these areas must meet with the Education Program administrator.

Certification in the field of Social Studies is available for students majoring in Anthropology, Economics, History, Political Science and Sociology. Students becoming certified in a foreign language have K-12 certification. Certain interdisciplinary majors and double majors (e.g., Comparative Literature, East Asian Studies or Romance Languages) may also be eligible for certification provided they meet the Pennsylvania standards in one of the subject areas listed above.

To qualify for a teaching certificate, students must complete an academic major (listed above), college general education requirements and the courses listed below.

1. Education 200. Critical Issues in Education.
2. Psychology 203. Educational Psychology.
3. Psychology 206. Developmental Psychology, or Psychology 214a. Psychology of Adolescence (Haverford), or General Programs

249b. Continuity and Change: The Contexts of Development (Haverford).

4. Education 301. Curriculum and Pedagogy Seminar.
5. Education 302. Practice Teaching Seminar, and Education 303. Practice Teaching. These courses are taken concurrently and earn triple credit.
6. One additional course from the following:
  - a. Education 210. On the Margins: Language, Power, and Advocacy in Education.
  - b. Education 250b. Literacies and Education (Haverford).
  - c. Sociology 258. Sociology of Education.
  - d. Education/Sociology/Growth and Structure of Cities 266. Schools in American Cities.
  - e. Psychology 206, or Psychology 214a., or General Programs 249b.
  - f. A subject-specific pedagogy course (e.g., at the University of Pennsylvania, or one of the 400-level Association in Teaching courses at Haverford, or an Independent Study that involves work as a teaching assistant in the subject area).
  - g. Education electives at Swarthmore College or the University of Pennsylvania.
  - h. An education-related course at Bryn Mawr or Haverford (see adviser for list).

Furthermore, in order to comply with the Pennsylvania certification regulations, there are courses within the academic major that are required for those becoming certified. Students should consult with the Education Program administrator regarding course selection and sequencing.



Students preparing for certification must take two courses (six credits) in English and two courses (six credits) in mathematics prior to being admitted to the Certification Program. They must attain a grade point average of 2.6 or higher in courses in their major field during the two years prior to undertaking Practice Teaching. They must also attain a grade point average of 2.7 or higher in Education 200 (Critical Issues in Education) and Education 301 (Curriculum and Pedagogy Seminar) in order to practice teach. They must have received a positive evaluation from their cooperating teacher in Critical Issues in Education and be recommended by the director of the Education Program and the chair of their major department. (Students should check with the Education Program administrator regarding admission to the Certification Program because requirements change periodically.)

Critical Issues in Education should be taken by the end of the sophomore year, if at all possible. The Curriculum and Pedagogy Seminar will be offered during the fall semester for seniors and must precede Practice Teaching.

Practice teaching is undertaken for 12 weeks in a local school during the spring semester of the senior year. Note: Practice teaching is a commitment to be at a school for five full school days each week for those 12 weeks.

### ***Minor Requirements***

The bi-college minor in Educational Studies is designed for students with education-related interests, such as plans for graduate study in education, pursuit of elementary certification after graduation or careers that require educational expertise. A variety of positions in administration, management, policy, research and

training as well as professions in health, law and social work involve using skills as an educator and knowledge about education. Because students interested in these or other education-related professions major in different subject areas and have different aspirations, they are encouraged to design a minor appropriate both to their major area of study and to their anticipated futures.

All minors in Educational Studies must consult with the field placement coordinator and adviser to design a coherent course of study that satisfies the requirements below.

1. Education 200. Critical Issues in Education. (Bryn Mawr and Haverford).
2. Education 310a. Defining Educational Practice (Haverford).
3. Education 311b. Field Work Seminar (Haverford).
4. One of the following psychology courses: Psychology 203. Educational Psychology; 206. Developmental Psychology; 214a. Psychology of Adolescence (Haverford); or General Programs 249b. Continuity and Change (Haverford).
5. One of the following education electives: Education 210. On the Margins; 250b. Literacies and Education (Haverford); or Education/Sociology 266. Schools in American Cities.
6. One additional elective from the psychology or education courses listed above, or from the following departmental offerings:
  - Anthropology 209b. Anthropology of Education: State of the Debate (Haverford).
  - Anthropology 229. Comparative Urbanism.



Chemistry 361. Research Tutorial in Physical Chemistry (Haverford).  
 Chemistry 363. Research Tutorial in Organic Chemistry (Haverford).  
 Comparative Literature 289a. Children's Literature (Haverford)  
 Economics 314. Economics of Poverty and Discrimination.  
 English 285a. Disabilities: Literature, Education and Law (Haverford).  
 Growth and Structure of Cities  
 185. Urban Culture and Society.  
 Mathematics 460f, i. Teaching Assistantship in Mathematics (Haverford).  
 Mathematics 480f, i. Independent Study (Haverford).  
 Physics 380. Supervised Work in Teaching Physics.  
 Physics 459b. Teaching Laboratory Physics (Haverford).  
 Physics 460a. Association in Teaching Basic Physics (Haverford).  
 Sociology 235b. Class, Race, and Education (Haverford).  
 Sociology 258. Sociology of Education.

Students must obtain permission to select another course as an elective.

### *The Portfolio*

To synthesize their work in either the Certification Program or the Minor, students produce a portfolio that includes pieces drawn from their courses as well as other sources (volunteering, summer programs, community service, etc.). This portfolio does not earn course credit; rather, it serves as an ongoing forum through which students synthesize their studies. It is developed over the course of the student's undergraduate years and completed in the Fieldwork Seminar

(Minor) or the Practice Teaching Seminar (Certification). For each artifact selected for the portfolio, students write a one-half to one-page analysis of the significance of the piece of work.

### **200. Critical Issues in Education**

A critical exploration of historical perspectives on education in the United States, philosophical conceptions of education, structures of schools and schooling, theories of learning, students' experiences, teachers' experiences, issues of race, social equity, gender, labeling, tracking and education as liberation. Two hours a week of fieldwork are required. All sections of the course are limited to 25 students with priority given first to those pursuing certification or a minor in Educational Studies and then to seniors planning to teach. (Cook-Sather, Lesnick, Cohen, Division I)

### **210. On the Margins: Language, Power and Advocacy in Education**

The course explores the schooling experiences, strengths and needs of student populations frequently marginalized by their differences from the mainstream. We use a cultural perspective as well as contacts with educators, parents and students to address issues such as labeling, how (different) children learn and teachers teach, and how policies intersect with practice. Students conduct field research in school placements. Enrollment is limited to 25 with priority given to students pursuing certification or the minor in Educational Studies. (Cohen, Division I)

### **249b. Continuity and Change: The Contexts of Development**

This course provides a framework for understanding typical patterns and themes of development from the pre-

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school through the adolescent years. Lectures, class discussions and assignments will explore the complex levels of context in which children and adolescents develop, including family, school and culture. (Rourke)

### **250b. Literacies and Education**

A critical exploration of what counts as literacy, who decides, and what the implications are for teaching and learning. Students explore theoretical and historical perspectives on literacy, individual experiences and constructions of literacy, literacy in different communities, and literacies that work within and against the structures of schooling. Enrollment is limited to 25 with priority given to students pursuing certification or the minor in Educational Studies. (Cook-Sather, Lesnick, Division I)

### **266. Schools in American Cities**

This course examines issues, challenges and possibilities of urban education in contemporary America. We use as critical lenses issues of race, class and culture; urban learners, teachers and school systems; and restructuring and reform. While we look at urban education nationally over several decades, we use Philadelphia as a focal "case" that students investigate through documents and school placements. Enrollment is limited to 25 with priority given to students pursuing certification or the minor in Educational Studies, and to majors in Sociology and the Growth and Structure of Cities. (Cohen, Division I; cross-listed as Sociology 266 and Growth and Structure of Cities 266)

### **301. Curriculum and Pedagogy Seminar**

A consideration of theoretical and applied issues related to effective curricu-

lum design, pedagogical approaches, and related issues of teaching and learning. Fieldwork is required. Enrollment is limited to 15 with priority given first to students pursuing certification and second to seniors planning to teach. (Cook-Sather, Division I)

### **302. Practice Teaching Seminar**

Drawing on participants' diverse student teaching placements, this seminar invites exploration and analysis of ideas, perspectives and approaches to teaching at the middle and secondary levels. Taken concurrently with Practice Teaching. Open only to students engaged in practice teaching. (Cook-Sather, Division I)

### **303. Practice Teaching in Secondary Schools**

Supervised teaching in secondary schools (12 weeks). Two units of credit are given for this course. Open only to students preparing for state certification. (Cook-Sather)

### **310a. Defining Educational Practice**

An interdisciplinary inquiry into the work of constructing professional identities and roles in education-related contexts. Two to four hours a week of field work is required. Enrollment is limited to 20 with priority given to students pursuing the minor in Educational Studies. (Lesnick, Division I)

### **311b. Fieldwork Seminar**

Drawing on the diverse contexts in which participants complete their fieldwork — from Special Education to English as a Second Language classrooms to research organizations and social service agencies, kindergarten to high school — this seminar invites exploration and analysis of ideas, perspectives and different ways

of understanding what each person experiences and observes at her/his site. Four to six hours a week of fieldwork is required. Enrollment is limited to 20. Open only to students completing the minor in Educational Studies. (Lesnick, Division I)

**Nota Bene:** Title II of the Higher Education Act (HEA) requires that a full report of the teacher preparation report, including the institution's pass rate as well as the state's pass rate, be available to the public on request. The pass rate in 1999-2000 for the Bryn Mawr/Haverford Education Program was 100 percent. The state's summary totals and pass rates were 86 percent. Copies of the report may be requested from Shirley P. Brown, program administrator and adviser, Bryn Mawr/Haverford Education Program, via e-mail at [spbrown@haverford.edu](mailto:spbrown@haverford.edu) or by phone at (610) 896-1491.

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## English

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### *Professors:*

Carol L. Bernstein, *Acting Chair*,  
*semester I 2001*  
Peter M. Briggs  
E. Jane Hedley  
Joseph E. Kramer  
Michael Tratner, *Chair*,  
(on leave, semester I 2001)

### *Associate Professors:*

Linda-Susan Beard  
Katherine A. Rowe  
Karen M. Tidmarsh

### *Assistant Professors:*

Jonathan Kahana  
Juana María Rodriguez

### *Senior Lecturer:*

Anne F. Dalke

### *Lecturers:*

Gail Hemmeter  
Bethany Schneider  
Sarah Willburn

### *Affiliated Faculty:*

Karl Kirchwey  
James Dobner

The Department of English offers students the opportunity to develop a sense of initiative and responsibility for the enterprise of interpretation through a rich variety of courses focused on all periods and genres of literature in English. Our thematic and methodological goal is to offer rigorous intellectual training in the development of interpretive patterns that are larger than a single course or discipline.

Through its course offerings and the intense conversations that constitute its individual advising and mentoring program for majors, the department provides exposure to the history of cultural pro-

duction and critical reception. Students interrogate the methods and presuppositions of literary study in several genres, cultural traditions and time frames with the overarching goal of understanding the deliberate and de facto construction of a tradition.

The department also stresses ongoing training in critical thinking, incisive written and oral analysis of texts, and the interrelation of imaginative and critical-theoretical explorations. Each major culminates in an independently written essay, to afford each student the opportunity to synthesize her creative and critical learning experience.

### ***Major Requirements***

The English major requires at least 11 course selections. Students generally begin by taking 200-level courses and then, in their second or third year, enroll in English 250, *Methods of Literary Study*. Students continue taking 200- and 300-level courses until they have a total of 11, including at least three 300-level courses and one unit of thesis-writing in the spring term of the senior year (English 399). One of the 200-level courses may be a unit of Creative Writing. During the fall term of the senior year, English majors participate in a series of four or five informal workshops that culminate in a proposal for the senior essay that they will write in the spring. This prospectus must be approved by the department before the student enrolls in English 399.

As students construct their English major, they should seek to include:

- Historical depth/construction of traditions.
- Breadth, to include more than one genre, more than one cultural tradition.

- Courses that build on one another.
- Exposure to several approaches, theories or models of interpretation.

### ***Minor Requirements***

Requirements for an English minor are English 250 and five second-year or advanced units in English literature. At least one unit must be at an advanced (300) level.

### ***Concentration in Creative Writing***

Students may elect a Concentration in Creative Writing. This option requires that, among the nine course selections besides English 250 and 399, three units will be in Creative Writing; one of the units of Creative Writing may be at the 300 level and may count as one of the three required 300-level courses for the major (see page 97).

### ***125. Writing Workshop***

This course offers students who have already taken College Seminar 001 an opportunity to develop their skills as college writers. Through frequent practice, class discussion and in-class collaborative activity, students will become familiar with all aspects of the writing process and will develop their ability to write for an academic audience. The class will address a number of writing issues: formulating substantive questions to explore through writing; analyzing audience and purpose; generating ideas; structuring and supporting arguments; marshalling evidence; using sources effectively; and developing a clear, flexible academic voice. Students will meet regularly with the course instructor, both individually and in small groups, to discuss their work. (Hemmeter)



## **126. Writing Workshop for Non-Native Speakers of English**

This course offers non-native speakers of English a chance to develop their skills as college writers. Through frequent practice, class discussion and in-class collaborative activity, students will become familiar with the writing process and will learn to write for an academic audience. Student writers in the class will be guided through the steps of composing and revising college essays: formulating substantial questions to explore through writing; analyzing audience and purpose; generating ideas; structuring and supporting arguments; marshalling evidence; using sources effectively; and developing a clear, flexible academic voice. Writers will receive frequent feedback from peers and the instructor. In addition, the course gives speakers of other languages the opportunity to achieve competence in standard written English and to improve grammar, syntax, diction and style. (staff)

## **202. Chaucerian Texts, Chaucerian Persons**

This course explores a broad range of Chaucer's poetry (along with shorter samplings from some of his contemporaries) in the context of the profound cultural changes taking place in Europe at the time. (Rowe, Division III)  
*Not offered in 2001-02.*

## **205. Introduction to Film**

This course is intended to provide students with the basic tools of critical film analysis. Through close readings of images and sounds, sections of films and entire narratives, students will cultivate the habits of critical viewing and establish a general foundation for more focused work in film and media studies.

The course introduces both the formal and technical units of cinematic meaning and some broader categories of genre and history that, taken together, add up to the complex of experiences and meanings we call cinema. Although much of the course material will focus on the building blocks of the "classic" or Hollywood style of film language and narrative, examples will be drawn from across the generic and geographic range of the history of cinema. Attendance at weekly screenings is mandatory. (Kahana, Division III; cross-listed as History of Art 205)

## **207. Big Books of American Literature**

This course focuses on the "big books" of mid-19th-century American literature narrative, viewed through the lenses of contemporary theory and culture. Throughout the course, as we explore the role that classics play in the construction of our culture, we will consider American literature as an institutional apparatus, under debate and by no means settled. This will involve a certain amount of antidisciplinary work: interrogating books as naturalized objects, asking how they reproduce conventional categories and how we might re-imagine the cultural work they perform. We will look at the problems of exceptionalism as we examine traditional texts relationally, comparatively and interactively. (Dalke, Division III)

## **208. Nineteenth-Century British Romance**

This course will examine the modes of romance and romanticism within 19th-century British literature. We will look at the popular forms of poetry, the novel and the essay in order to examine gothic,

fantastic and psychologically-interior elements that sometimes work beyond a “realistic” exterior, explainable, socioeconomically-circumscribed styling in Victorian literature. We will look at characters who may not fit into our notions about Victorian “respectability” and will discuss the gothic and romantic structures that shape their sensibilities and subjectivities. We will examine the relation between the visible and invisible, the canny and uncanny while exploring the tangible as well as the ghostly. What a Victorian fictional self desires and how that self identifies will be our central inquiries. (Willburn, Division III)

## **210. Renaissance Literature:**

### **Performances of Gender**

Readings chosen to highlight the construction and performance of gender identity during the period from 1550 to 1650 and the ways in which the gender anxieties of 16th- and 17th-century men and women differ from, yet speak to, our own. Texts will include plays, poems, prose fiction, diaries and polemical writing of the period. (Hedley, Division III)  
*Not offered in 2001-02.*

## **213. Nature Writing and Environmental Concern**

An exploration of cultural ideas and literary strategies that writers have used to frame man’s problematical place in relation to “Nature,” in the work of writers from Thoreau and John Muir to Annie Dillard and Terry Tempest Williams. (Briggs, Division III)  
*Not offered in 2001-02.*

## **216. American Nonfiction: The Documentary Style in Film and Literature**

This course will introduce students to the history of documentary expression in the

United States while providing an overview of the attempts by artists and critics to define the form and function of the nonfiction work. The course investigates a number of significant moments in the formation of a documentary tradition in American culture: urban realism of the 1890s; Depression-era ethnography; state propaganda of the 1930s and 1940s; the New Journalism and New American Cinema of the 1960s and 1970s; and recent hybrid experiments in nonfiction art and performance. We will ask whether the documentary does indeed constitute a distinct manner of representation that makes its products and effects more “real,” or whether it merely constitutes a modulation of fictional conventions of narrative, aesthetics and fantasy under particular social and political circumstances. Readings in theory and criticism will familiarize us with the variety of arguments for an American cultural tradition distinct from or opposed to the fictional. (Kahana, Division III)

## **217. Latina/o Literature and Culture.**

An exploration of narrative and representational strategies used by Latinas/os in the United States to express identity, community, home and nation. In addition to the novels selected for consideration, we will be interacting with a broad range of texts produced by Latina/o cultural critics, visual artists, musicians and film makers. (Rodriguez, Division III)  
*Not offered in 2001-02.*

## **218. Law and Literature: Constructing “Race”**

This course will use a broad variety of texts to examine the ways legal themes are represented in literature and how strategies of literary criticism can be applied to law. Texts under consideration

will focus on the legal construction and representation of "race" in the United States from the colonial period to the present. (Rodriguez, Division III)

*Not offered in 2001-02.*

**219. The Ties that Bind:  
(Re)Constructing the Experience of  
Slavery in the Americas**

A thematic exploration of varieties of "slavery" in the Americas that cross racial, linguistic and generic boundaries in order to explore parallels, differentiations and contrapuntal relationships within notions of bondage. (Beard, Division III) *Not offered in 2001-02.*

**222. English Renaissance Drama to  
1642**

A survey of drama in England (not always exclusive of Shakespeare) to the closing of the theaters in 1642, with special attention to theatrical conventions and to the elaboration of specific forms. The generic focus of the survey course changes from year to year. (Kramer, Division III) *Not offered in 2001-02.*

**225. A Selective Survey of the  
Shakespeare Canon** (Kramer, Division III) *Not offered in 2001-02.*

**229. Movies and Mass Politics**

This course will trace in the history of movie forms a series of debates about the ways that nations can become mass societies, focusing mostly on the ways that Hollywood movies countered the appeals of Communism and Fascism. It will also provide a brief history of major critical theories of how films work. (Tratner, Division III)

**233. Spenser and Milton**

The course is equally divided between Spenser's *Faerie Queene* and Milton's

*Paradise Lost*, with additional short readings from each poet's other work. (Briggs, Division III)

**234. Postcolonial Literature in  
English**

This course will survey a broad range of novels and poems written while countries were breaking free of British Colonial rule. Readings will also include cultural theorists interested in defining literary issues that arise from the postcolonial situation. (Tratner, Division III)

*Not offered in 2001-02.*

**240. Readings in English Literature,  
1660-1744**

The rise of new literary genres and the contemporary efforts to find new definitions of heroism and wit, good taste and good manners, sin and salvation, individual identity and social responsibility, and the pressure exerted by changing social, intellectual and political contexts of literature. Readings from Dryden, the Restoration dramatists, early feminist writers, Defoe, Swift and Pope. (Briggs, Division III) *Not offered in 2001-02.*

**242. Historical Introduction to  
English Poetry I**

This course traces the development of English poetry from 1360 to 1700, emphasizing forms, themes and conventions that have become part of the continuing vocabulary of poetry, and exploring the strengths and limitations of different strategies of interpretation. Featured poets: Chaucer, Jonson, Shakespeare, Donne, Milton. (Briggs, Division III)

**243. Historical Introduction to  
English Poetry II**

The development of English poetry from 1700 to the present. This course is a continuation of English 242 but can be taken



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independently. Pope, Wordsworth, Browning, Christina Rossetti, Seamus Heaney, Derek Walcott. (Briggs, Division III)

#### **244. Poetry as Cultural Criticism**

An examination of the relationship between poetry and social commentary as it has changed over time, as well as the role of poetic devices in persuasive texts such as advertising, jingles, slogans and protest songs. Authors and texts include Adrienne Rich, Langston Hughes, T. S. Eliot, W. B. Yeats, *Paterson* by W. C. Williams, and *Borderlands/La Frontera* by Gloria Anzaldúa. (Tratner, Division III) *Not offered in 2001-02.*

#### **246. Scribbling Sisters: Pan-African Women Writers**

A study of black women writers from Africa and the Diaspora with particular attention to the triple concerns of colonization, emancipation and cross-cultural narratological critique. (Beard, Division III). *Not offered in 2001-02.*

#### **247. The 18th-Century English Novel**

A study of selected novels in the context of relevant 18th-century social and intellectual trends, formal developments and critical approaches. Authors include Behn, Defoe, Richardson, Fielding, Johnson, Sterne, Goldsmith, Burney and Austen. (Briggs, Division III) *Not offered in 2001-02.*

#### **248. Introduction to Poetics**

This course will serve as an introduction to poetics, or how you see, read, hear and speak a poem, and an overview of some landmarks of verse tradition in the West: the ballad, sonnet, villanelle and sestina. The readings, however, will focus on poetry in English of the last 200 years.

Works by Emily Dickinson, Walt Whitman, Frank O'Hara, Audre Lorde and Elizabeth Bishop will be covered. The course will be structured into units focusing on sound, structure, image, meaning and audience. In addition to an introduction to poetry and poetics, it will also provide a context to develop close reading skills. (Willburn, Division III) *Not offered in 2001-02.*

#### **250. Methods in Literary Study**

Through course readings, we will explore the power of language in a variety of linguistic, historical, disciplinary, social and cultural contexts and investigate shifts in meaning as we move from one discursive context to another. Students will be presented with a wide range of texts that explore the power of the written word and provide a foundational basis for the critical and creative analysis of literary studies. Students will also refine their faculties of reading closely, writing incisively and passionately, asking speculative and productive questions, producing their own compelling interpretations and listening carefully to the textual readings offered by others. (staff, Division III)

#### **253. Romantic Narratives**

Characteristic forms and dominant myths of romantic narrative, from medieval poetry to modern novels. Authors include the Gawain poet, Charlotte Brönte, Mary Shelley, Coleridge, Woolf, Ondaatje, and theorists such as Freud, Jameson and Harold Bloom. (Bernstein, Division III) *Not offered in 2001-02.*

#### **254. Subjects and Citizens in American Literature, 1750-1900**

This course traces the changing representation of the citizen in U.S. literatures



and cultural ephemera of the 18th and 19th centuries. We will explore the ideal of American civic masculinity as it developed alongside discourses about freedom and public virtue, and ask how this ideal evolved and survived because and in spite of the continued disenfranchisement of large bodies of nonvoting American subjects. The course will focus on the challenges to the ideals of citizenship produced by conflicts over slavery, women's suffrage and Native-white relations. In addition to critical articles, legal and political documents, and archival ephemera, texts may include works by Thomas Jefferson, Catharine Maria Sedgwick, William Appess, Mary Jamison, Margaret Fuller, Herman Melville, Harriet Beecher Stowe, Harriet Wilson and Henry Adams. (Schneider, Division III)

**256. Marginality and Transgression in Victorian Literature**

A reading of Victorian texts, both canonical and non-canonical, with the aim of foregrounding concerns that High Victorianism tried to suppress or marginalize: poverty, sexuality, revolution, criminality, aestheticism and madness. (Bernstein, Division III)  
*Not offered in 2001-02.*

**262. Survey in African-American Literature**

Major works of African-American literature, including slave narratives, Afro-Caribbean trickster tales, and the narratives of the Harlem Renaissance, the Black Arts movement and the renaissance of black women writers. (Beard, Division III)

**263. Toni Morrison and the Art of Narrative Conjure**

All of Morrison's primary imaginative texts, in publication order, as well as essays by Morrison, with a series of critical lenses that explore several vantages for reading a conjured narration. (Beard, Division III)

**264. Moving Passages: Narratives of North American Migration**

This course will focus on the inventive records of immigration into, and migration around, the United States between World Wars I and II. The movement into, and throughout, this new world has resulted in new knowledge, which we can see articulated in a wide range of textual and filmic forms. Possible texts include Anzia Yezierska's *Bread Givers*, Richard Wright's *Twelve Million Black Voices*, Joy Kogawa's *Obasan*, Ella Deloria's *Waterlily* and Rudolfo Anaya's *Bless Me, Ultima*. (Dalke, Division III)  
*Not offered in 2001-02.*

**280. Major Texts of the Feminist Tradition in the West: From Wollstonecraft to Woolf**

A study of works, written and spoken, from the mid-17th century to the late 1930's, which examine the causes and nature of women's places in society, and the creation of alternative visions and strategies. Includes authors such as Mary Wollstonecraft, Mary Shelley, Angelina and Sarah Grimke, Margaret Fuller, Elizabeth Cady Stanton, Susan B. Anthony, Sojourner Truth, Harriet Beecher Stowe, Rebecca Harding Davis, Christina Rossetti, Anna Julia Cooper, Charlotte Perkins Gilman, Emma Goldman, Alexandra Kollantai, Radclyffe Hall, Kate Chopin, Simone de Beauvoir and Virginia Woolf. (Dalke, Division III)  
*Not offered in 2001-02.*

### **283. The Urban Novel**

The representation of the city in fiction from several different historical moments: the material city of the mid-19th century, the turn-of-the-century city, and the early modern and late modern cities. Topics will include relations between private space and public sphere; the representation of class, both high and low; urban consumerism and commodity culture; the city and memory; the related roles of secrets, plots and detection; and the representation of such urban types as the flaneur and the dandy. Readings include fiction by Balzac, Dickens, Zola, Wilde, Wharton, Rilke, Woolf, Tanizaki, Cunningham, Calvino, Poe and Doyle; and nonfiction by Benjamin, Simmel, T. J. Clark, Habermas, and Stallybrass and White. (Bernstein, Division III; cross-listed as Comparative Literature 283 and Growth and Structure of Cities 283)  
*Not offered in 2001-02.*

### **284. Women Poets: Giving Eurydice a Voice**

The work of several women poets of the 19th and 20th centuries is used to bring a feminist poetic into focus. Poets include Elizabeth Barrett Browning, Emily Dickinson, H. D. and Christina Rossetti, Elizabeth Bishop, Gwendolyn Brooks, Adrienne Rich, Anne Sexton, Sylvia Plath, Audre Lorde, Rita Dove, Marilyn Hacker. (Hedley, Division III)

### **289. Lesbian and Gay Literature**

An introduction to and rich sampling of the varieties of literary production by uncloseted, hence unfurtive, lesbian and gay writers in the United States, United Kingdom and Canada since 1969. (Kramer, Division III)

### **292. Introduction to Critical Theories**

Several approaches to literary interpretation are discussed and applied to a selection of short literary works and films. Theorists and critics include Aristotle, Wordsworth, Cleanth Brooks, Woolf, DuBois, Cixous, Judith Butler, Derrida, Spivack and Foucault. (Tratner, Division III) *Not offered in 2001-02.*

### **293. The Play of Interpretation**

A study of the processes and ends of interpretation in the humanities and social sciences. An examination of factors central to interpretation, such as text, author and reader as well as such concepts as structure and history. A study of the models offered by hermeneutics, structuralism and poststructuralism. (Bernstein, Division III; cross-listed as Comparative Literature 293 and Philosophy 293) *Not offered in 2001-02.*

### **298. The Cultural Politics of Memory**

An exploration of the idea of "collective memory," memory as monument and spectacle, and the controversial role of media and museums. Special focus on the literature of the Holocaust, the bombing of Hiroshima, and the African-American experience of slavery. (Bernstein, Division III; cross-listed as Comparative Literature 298)

*All courses at the 300-level are limited in enrollment and require permission of the instructor to register.*

### **306. Film Theory**

This course is an introduction to major developments in film theory and criticism. Topics covered will include the specificity of film form; cinematic realism; the politics and ideology of cinema; the relation between cinema and lan-

guage; spectatorship, identification and subjectivity; archival and historical problems in film studies; and the relation between film studies and other disciplines of aesthetic and social criticism. Each week critical writings on a central principle of film analysis are paired with a cinematic example of this principle. Class time will be divided between discussion of the critical texts and attempts to apply them to a primary cinematic text. We will end the course by considering a number of recent attempts to "practice" film theory in audiovisual form. Weekly screenings are mandatory. (Kahana, Division III; cross-listed as Comparative Literature 306 and History of Art 306)

### **308. The Feminist Difference in Literary Theory**

Not monolithic, prescriptive, conformist or singular, feminist literary theory written in the United States during the 1980s and 1990s covers a wide range of perspectives and approaches, which this class will showcase. The range of theoretical texts we will examine focus mainly on those that address the matters of reading and interpreting literature. We will also attend to the broader theoretical concerns of the discourse in an attempt to define the questions that contemporary feminism raises and the different answers with which feminists reply. (Dalke, Division III)

### **309. Native American Literature**

This course focuses on late-20th-century Native literatures that work to reenact, redress and sometimes divert earlier histories of dispersal and genocide. We will ask how various writers with different tribal affiliations engage in discourses of humor, memory, repetition and cultural

performance to refuse, rework or lampoon inherited constructions of the "Indian" and "Indian" history and culture. We will read fiction, film and contemporary critical approaches to Native literatures alongside much earlier texts, including oral histories, political speeches, law and autobiography. In addition to historical and critical texts, readings may include works by N. Scott Momaday, Gerald Vizenor, Leslie Marmon Silko, Diane Glancy, Spiderwoman Theater, Sherman Alexie and Thomas King. (Schneider, Division III)

### **311. Renaissance Lyric**

Both the continuity of the lyric tradition that begins with Wyatt and the distinctiveness of each poet's work are established. Consideration is given to the social and literary contexts in which lyric poetry was written. Poets include Wyatt, Spenser, Sidney, Shakespeare, Donne, Herbert and Jonson. (Hedley, Division III) *Not offered in 2001-02.*

### **318. The Matter of Troy**

This course will explore the origins, literary life and growth, and cultural uses of the legend of Troy by focusing on a relatively late addition to the Classic material, the love story of Troilus and Cressida, in a number of forms by Chaucer, Henryson, Shakespeare and Dryden, placed in a rich classical and European context. (Kramer, Division III; cross-listed as Comparative Literature 318) *Not offered in 2001-02.*

### **321. Early Stages: Medieval and Early Renaissance Drama**

This course will survey the rich and varied dramatic forms developed from the 10th to the 16th centuries. The liturgies of the Church, full-blown Church drama,



the Corpus Christi Cycle in which biblical history from Creation to Apocalypse is represented, saint's plays, the Morality play and early Humanist drama will all be explored. Special attention will be given to the mechanics of production, the function of theater in society, and the language of drama as well as the conventions of pictorial representation and non-dramatic narrative. Through comparative work, the student will become familiar with the flavors of four of the five surviving Cycles. Experiments will be made to determine to what extent and in what ways this material may be engaged through postmodern critical discourses. Prerequisite: any 200-level course in Medieval literature or Renaissance drama (including Shakespeare), or approval of the instructor. Enrollment is limited to 18 students. (Kramer, Division III)

**324. Advanced Study of Shakespeare**  
Topics vary from year to year; the course supposes significant prior experience of Shakespearean drama and/or non-Shakespeare Renaissance drama. (Kramer, Rowe, Division III)

**326. The Theaters of Ben Jonson**  
The fullness of Ben Jonson's career as professional dramatist, writer of Court Masques, poet, critic and translator is studied intensively. In certain years, the focus may be altered to set Jonson among his contemporaries. (Kramer, Division III) *Not offered in 2001-02.*

**328. Renovating Shakespeare**  
Not for an age, but for all time, Shakespeare's plays have been adapted, borrowed from, revised and burlesqued to serve very different interests in different periods. This course explores the history of Shakespearean adaptation from

the 17th to the 20th centuries. (Rowe, Division III)

**331. Queer Literature/Queer Theory**  
Feminisms, identity politics, the civil rights movements, human rights discourses, AIDS, technology, law, social/cultural/aesthetic movements and postmodern critical thought have (de)formed and transformed feminist and queer critical practices to produce new cultural texts that work through and against the binaries of man/woman, hetero/homo, center/margin, first/third world, oppressor/oppressed, subject/object. Central questions for mutual consideration will include: Who/what constitutes the subject of queer critical practices? How do transgender, bisexual, lesbian and gay identities interact (or fail to interact) with notions of queer, top/bottom, dyke, butch, femme, dramadiva, cyborg, pansexual? (Rodriguez, Division III; cross-listed as Comparative Literature 331) *Not offered in 2001-02.*

**345. Theorizing Victorian Novels**  
A study of middle- and late-Victorian novels that are notable for their popularity, controversial nature or status as representative Victorian novels. Themes include new women fiction, utopian visions, colonialism, loss of faith, gothic approaches and novels about the ghostly (ectoplasmic). We will theorize these novels through various lenses, including cultural studies, commodity culture and queer theory. Our approach will assume that understanding theory is an active, creative process rather than a passive, consumerist one. We will place Victorian novels, contemporary theoretical approaches and ourselves in conversation with one another about how meaning is made and remade, and about how read-



ing is made to matter. (Willburn, Division III) *Not offered in 2001-02.*

### **346. Modernisms**

This course will investigate a wide range of works that have been labeled "modernist" in order to raise the question, "Was there one modernism or were there many disparate and competing ones?" (Tratner, Division III; cross-listed as Comparative Literature 346) *Not offered in 2001-02.*

### **347. Identity Machines: Autobiography in Print, Film and Performance**

Literary critics have frequently observed that autobiography involves an act of self-alienation, and many contemporary thinkers have said as much about the very notion of identity: it is only by relating to an "other," these thinkers claim, that we discover who "we" are. In this seminar, we will extend this line of thinking to instances of the first person in literature, cinema and the arts of performance. The central questions will be: what forms of life-narrative are made possible by cinematic and televisual technologies, and what forms of the self are produced by this relation to technology? Most of the works we will examine touch on philosophical problems: the difference between public and private experience; the nature of memory; and the relation between the body and knowledge. (Kahana, Division III) *Not offered in 2001-02.*

### **352. Romanticism and Interpretation**

An exploration of major Romantic works in poetry and prose with an eye to the distinctive interpretive issues they present, and the way in which modern theorists play out compatible concerns in their writings on such topics as subjectiv-

ity, myth, the anxiety of influence, gender and genre, allegory and irony. Authors include Coleridge, Wordsworth, P. B. Shelley, Keats, M. Shelley, Kleist, Hoffmann, Burke, De Quincey, Schiller, Nietzsche, Freud, Bloom, Derrida and de Man. (Bernstein, Division III; cross-listed as Comparative Literature 352) *Not offered in 2001-02.*

### **353. Victorian Material Culture**

In this course we will read objects as well as literature. A central premise of the course will be "No ideas/but in things," as the imagist poet William Carlos Williams wrote. Just as the 19th century is marked by an incredible increase and proliferation of printed text, it is also marked by commodity culture and the domain of things. We will explore innovative reading practices for getting a better handle on both texts and objects through units focused on museums, labor and commodities, houses, objects of desire, and electricity and ephemera (or immaterial culture). We will try to re-imagine Victorian literature by retouching our reading practices. The course will continually interrogate the nature of objects, ownership, subjectivity and desire. (Willburn, Division III)

### **354. Virginia Woolf**

Virginia Woolf has been interpreted as a feminist, a modernist, a crazy person, a resident of Bloomsbury, a victim of child abuse, a snob, a socialist and a creation of literary and popular history. We will try out all these approaches and examine the features of our contemporary world that influence the way Woolf, her work and her era are perceived. We will also attempt to theorize about why we favor certain interpretations over others. (Tratner, Division III)

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**361. Transformations of the Sonnet from Petrarch to Marilyn Hacker**

Theory and practice of the sonnet in the Renaissance, 19th and 20th centuries. Sonnets and sonnet sequences by Dante, Petrarch, Shakespeare, Sidney, Wordsworth, Barrett Browning, H.D. and Christina Rossetti, Hopkins, Countee Cullen, Frost, Millay, Dove, Hacker and others. (Hedley, Division III)  
*Not offered in 2001-02.*

**379. The African Griot(te)**

A focused exploration of the multi-genre productions of Southern African writer Bessie Head and the critical responses to such works. Students are asked to help construct a critical-theoretical framework for talking about a writer who defies categorization or reduction. (Beard, Division III)  
*Not offered in 2001-02.*

**381. Post-Apartheid Literature**

South African texts from several language communities which anticipate a post-apartheid polity and texts by contemporary South African writers (Zoe Wicomb, Mark Behr, Nadine Gordimer, Mongane Serote) are read in tandem with works by Radical Reconstruction and Holocaust writers. Several films are shown that focus on the complexities of post-apartheid reconciliation. (Beard, Division III; cross-listed as Comparative Literature 381) *Not offered in 2001-02.*

**384. Theories of Fiction**

A study of narrative structure and rhetoric, focusing on the models presented in structuralism, poststructuralism, psychoanalysis and cultural critique. Authors include the Russian formalists, Hillis Miller, Foucault, Todorov, Barthes, Derrida, Freud, Lacan, Lukacs, Bakhtin,

Benjamin and Jameson. (Bernstein, Division III; cross-listed as Comparative Literature 384) *Not offered in 2001-02.*

**385. Problems in Satire**

An exploration of the methodological and theoretical underpinnings of great satire in works by Rabelais, Dryden, Swift, Pope, Blake, Wilde, Smiley and others. (Briggs, Division III)  
*Not offered in 2001-02.*

**387. Allegory in Theory and Practice**

Allegory and allegories, from *The Play of Everyman* to *The Crying of Lot 49*. A working knowledge of several different theories of allegory is developed; Renaissance allegories include *The Faerie Queene* and *Pilgrim's Progress*, 19th- and 20th-century allegories include *The Scarlet Letter* and Ralph Ellison's *Invisible Man*. (Hedley, Division III; cross-listed as Comparative Literature 387) *Not offered in 2001-02.*

**392. National Bodies: Theories of Race, Gender and Sexuality in a Global Context**

Narrative texts include *Herculine Barbin*, *Woman at Point Zero*, *The Autobiography of Malcolm X*, *I Rogoberta Menchú*, *Dictée*; theoretical essays by Alarcón, Foucault, Trinh Minh-ha, Anzaldúa, Butler, Moallem and others. (Rodriguez, Division III; cross-listed as Comparative Literature 392) *Not offered in 2001-02.*

**393. Interpretive Strategies**

This seminar will explore basic trends in modern theory. Through a reading of selected texts, we will examine how theories work, how they build upon one another and how, in some cases, they argue with one another. We will begin with the question, "What is structural-

ism?" We will trace the approach through the study of language, anthropology, myth and literature. We will then go on to ask, "What is poststructuralism and what is deconstruction?" In the second part of the course, we will explore questions of deep interpretation and psychoanalytic interpretation. The third part of the course will consist of workshops in which we will ask such questions as, how do literary texts and other artworks set up their own interpretive strategies and how do we adapt theory to texts on contemporary social issues? (Bernstein, Division III; cross-listed as Comparative Literature 393.

### **399. The Senior Essay**

A piece of sustained critical or creative writing or autobiographical reflection. Required of all seniors. (staff)

### **403. Independent Work**

Advanced students may pursue independent research projects. Permission of the instructor and major adviser is required. (staff)

Bryn Mawr offers the following courses in Creative Writing.

- 260. Writing Short Fiction I**
- 261. Writing Poetry I**
- 262. Beginning Playwriting**
- 263. Writing Memoir**
- 264. Feature Journalism**
- 265. Creative Nonfiction**
- 266. Screenwriting**  
*Not offered in 2000-01.*
- 360. Short Fiction Writing II**
- 361. Writing Poetry II**
- 363. Experimental Writing**  
*Not offered in 2000-01.*
- 364. Approaches to the Novel**  
*Not offered in 2000-01.*

Haverford College currently offers the following courses in English:

- 191b. Poetry Writing**
- 201a. Chaucer: *Canterbury Tales***
- 220b. The English Epic**
- 225a. Shakespeare: The Tragic and Beyond**
- 241b. Eighteenth-Century British Literature**
- 256a. Victorian Sexualities**
- 257a. British Topographies, 1790-1914**
- 260b. In the American Grain: Traditions in North American Literature**
- 261b. African-American Literature**
- 263a. Nineteenth-Century American Women's Narrative**
- 275b. Thinking Globally and Writing Locally: Contemporary South Asian Fiction**
- 279b. Asian-American Literature**
- 289a. Contemporary Poetry**
- 291a. Advanced Poetry Writing**
- 292b. Advanced Experimental Fiction Writing**
- 354a. Remembrance and Mourning: Literature of the Great War**
- 362b. Genius and Gender in American Culture**
- 364a. After Mastery: Drama, Reconstruction and the Literary Event**
- 375b. Sexuality and Nationality in Early-20th-Century English Literature**
- 381a. Textual Politics**
- 382b. On the Sublime**
- 383a. Topics in American Literature**
- 389b. Problems in Poetics: The Interpretation of Lyric**



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## Environmental Studies

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### *Director:*

Karen F. Greif

### *Steering Committee:*

Donald C. Barber

Maria Luisa B. Crawford

Richard S. Davis

Ann L. Herzig

Gary McDonogh

Janice C. Newberry

Environmental studies concern interactions taking place at the Earth's surface — the site of intersection of the geosphere, hydrosphere, atmosphere and biosphere, as well as our home as human beings. Accordingly, environmental studies are of necessity broadly multidisciplinary. Understanding the Earth's responses to local and global perturbations requires that we focus our study on the interactions between inorganic, biologic and societal processes, not only in the present day, but through history and over geologic time as well. These interactions are best viewed as a dynamic, interlinked system. Understanding the structure of this system has become one of the most important long-term problems facing society in light of humankind's increasing capacity — and increasing eagerness — to alter the environment.

The Environmental Studies Concentration at Bryn Mawr allows students to explore the interactions between the geosphere, biosphere and human societies. The concentration, offered jointly by the Departments of Anthropology, Biology, Geology and Growth and Structure of Cities, takes the form of concentrations in each of the departments. Thus students interested primarily in the biological aspects of the environment may enroll in the Environmental Concen-

tration in Biology, whereas those more interested in the geology and issues of global climate change should enroll in the Environmental Concentration in Geology. Finally, students wishing to explore the evolution and adaptation of human societies from an environmental perspective may enroll in the Environmental Concentration in Anthropology or Growth and Structure of Cities. This structure accommodates the interdisciplinary background necessary for an environmental education while maintaining a home for the student within a more traditional field. It is anticipated that students with an Environmental Studies Concentration also will enroll in relevant courses in the social sciences and humanities, recommended below.

### *Concentration Requirements*

Requirements for the Environmental Studies Concentration in each of the departments are structured to encourage discourse between the disciplines. All concentrators begin with introductory courses in several disciplines, and all enroll in Principles of Ecology. From there, concentrators diverge into tracks reflecting their specialization within Anthropology, Biology, Geology or Growth and Structure of Cities. Since Growth and Structure of Cities is inherently an interdisciplinary major, students should consult with the department to design the concentration within this major.

Even within these more specialized tracks, however, an emphasis is placed on the interdisciplinary nature of environmental studies. Finally, all concentrators reconvene in a senior seminar in which they make presentations and discuss in depth a single environmental issue, set by mutual consent at the begin-



ning of the semester, from their diverse perspectives.

The requirements listed below *replace* the major requirements of each department, listed elsewhere in the course catalog. *These are not additions to those major requirements.*

### **Core courses for all students in the Concentration**

#### ***Required***

Introduction to Anthropology  
(Anthropology 101).

An introductory biology course:

Biology majors take Biology 101, 102  
Anthropology, Geology and Growth  
and Structure of Cities majors may  
take Biology 103.

Introduction to Earth System Science  
and the Environment (Geology 103).

Principles of Ecology (Biology 220).

Senior Seminar in Environmental  
Studies (Anthropology/Biology/  
Geology 397).

#### ***Recommended*** (one or more)

Principles of Economics (Economics 105).

Urban Culture and Society (Growth and  
Structure of Cities 185).

Taming the Modern Corporation  
(Economics 213).

Public Finance (Economics 214)

Environmental Economics  
(Economics 234).

Comparative Political Movements:  
Environmentalism (Political Science 222).

### **The Environmental Concentration in Anthropology**

Core courses listed above, plus:

#### ***Courses outside of Anthropology*** (at least one)

Evolution (Anthropology/Biology/  
Geology 236).

Biology and Public Policy (Biology 210).  
Energy, Resources and the Environment  
(Geology 206).

Evolutionary Biology: Advanced Topics  
(Biology/Geology 336).

#### ***Anthropology courses***

Introduction to Anthropology (102).

Human Ecology (203).

History of Anthropological Theory (303).

Senior Conference in Anthropology  
(398, 399).

One ethnographic area course that  
focuses on the cultures of a single  
region.

Three additional 200- or 300-level  
courses in Anthropology.

### **The Environmental Concentration in Biology**

Core courses listed above, plus:

#### ***Courses outside of Biology***

General Chemistry (Chemistry 101/103; 104).

Introductory Physics (Physics 101, 102).

Organic Chemistry (Chemistry 211, 212).

#### ***One additional Geology course,*** such as:

Natural Hazards and Human  
Populations (205).

Energy, Resources and Public Policy (206).

Ground Water, Contamination, and  
Remediation (313).

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***One additional Anthropology course,***

such as:

Human Ecology (203).  
Human Evolution (209).  
Medical Anthropology (210).  
Political Ecology (324).

***Courses in Biology***

One Senior Seminar and Research  
Tutorial (Biology 389-395).  
Three 200- or 300-level lab courses;  
recommended:  
Genetics (201).  
Animal Physiology (303).  
Field Ecology (308).  
Introduction to Biochemistry (341).

***Recommended***

Calculus and Analytic Geometry  
(Mathematics 101, 102).  
Elements of Probability and Statistics  
(Mathematics 104); or equivalent.  
Environmental Toxicology (Biology 209).  
Biology and Public Policy (Biology 210).  
Evolution (Anthropology/Biology/  
Geology 236).  
Evolutionary Biology: Advanced  
Topics (Biology/Geology 336).  
Computational Models of Biological  
Organization (Biology 367).

***The Environmental Concentration in  
Geology***

Core courses listed above, plus:

***Courses outside of Geology***

General Chemistry (Chemistry 101/103;  
104).  
Calculus and Analytic Geometry  
(Mathematics 101, 102).

***One additional course in Anthropology,***

such as:

Human Ecology (203).  
Human Evolution (209).  
Medical Anthropology (210).  
Political Ecology (324).

***Courses in Geology***

How the Earth Works (101).  
Crystallography and Optical Mineralogy  
(201).  
Descriptive Mineralogy and Mineral  
Paragenesis (202).  
Sedimentary Materials and Environ-  
ments (205).

***Two additional 300-level courses in  
Geology or Biology;*** recommended

Geochemistry of Crystalline Rocks  
(Geology 301).  
Low-temperature Geochemistry  
(Geology 302).  
Advanced Sedimentary Geology  
(Geology 306).  
Evolutionary Biology: Advanced Topics  
(Biology/Geology 336).  
Independent Research (Geology 401).

***Recommended***

Introductory Physics (Physics 101, 102).  
Elements of Probability and Statistics  
(Mathematics 104); or equivalent.  
Energy, Resources and the Environment  
(Geology 206).  
Organic Chemistry (Chemistry 211, 212).  
Inorganic Chemistry (Chemistry 231).  
Biology and Public Policy (Biology 210).  
Evolution (Anthropology/Biology/  
Geology 236).

***The Environmental Concentration in  
Growth and Structure of Cities***

Consult department for details.

## Feminist and Gender Studies

### *Coordinators:*

Anne F. Dalke

Graciela Michelotti, at *Haverford College*

The bi-college concentration in feminist and gender studies is committed to the interdisciplinary study of women and gender. The program includes courses on women's experiences considered both historically and cross-culturally, on literature by and about women, and on gender roles, socialization and bias in an attempt to account for gender differences. Students plan their programs in consultation with the concentration coordinator on their home campus.

### *Concentration Requirements*

Six courses distributed as follows are required for the concentration:

1. An introductory course, such as Anthropology 212, General Studies 224 or English 280. Equivalent courses at Swarthmore College or the University of Pennsylvania are also acceptable. Students may request to count other relevant introductory-level courses toward this requirement.
2. The junior seminar: *Interdisciplinary Perspectives on Gender* (taught at Bryn Mawr in fall 2001 and at Haverford in fall 2002).
3. Four additional approved courses from at least two different departments, two of which are normally at the 300 level. Units of Independent Study (480) may be used to fulfill this requirement.
4. Of the six courses, no fewer than two and no more than three will also form part of the student's major.

Neither a senior seminar nor a senior thesis is required for the concentration; however, with the permission of the major department, a student may choose to count toward the concentration a senior thesis with significant feminist and gender studies content. Students wishing to construct an independent major in feminist and gender studies will have to make a proposal to the Committee on Independent Majors (see pages 65-66).

Courses in the Feminist and Gender Studies Program change from year to year. Students are advised to check the course guide at the beginning of each semester.

Feminist and Gender Studies courses currently available at Bryn Mawr include:

### Anthropology

- 106. **Sex and Gender in Cross-Cultural Perspectives**
- 207. **Expressive Arts and Social Change**
- 222. **Expressive Arts and the Politics of Identity in Central Asia**
- 341. **Cultural Perspectives on Human Sexuality, Marriage and Family**
- 350. **Advanced Topics in Gender Studies**

### Classical and Near Eastern Archaeology

- 224. **Women in the Ancient Near East**
- 303. **Classical Bodies**

### Classical Studies

- 153. **Roman Women**
- 201. **Cleopatra: Images of Female Power**
- 270. **Classical Heroes/Heroines**

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Comparative Literature

245. **Women's Narratives in Modern  
Migrancy, Exile and Diasporas**

East Asian Studies

186. **East Asian Family and Society**

English

208. **Nineteenth-Century British  
Romance**  
210. **Renaissance Literature:  
Performances of Gender**  
217. **Latina/o Literature and Culture**  
246. **Scribbling Sisters: Pan-African  
Women Writers**  
256. **Marginality and Transgression  
in Victorian Literature**  
263. **Toni Morrison and the Art of  
Narrative Conjure**  
280. **Major Texts of the Feminist  
Tradition in the West**  
284. **Women Poets: Giving Eurydice  
a Voice**  
289. **Lesbian and Gay Literature**  
308. **The Feminist Difference in  
Literary Theory**  
331. **Queer Theory/Queer Literature**  
353. **Victorian Material Culture**  
354. **Virginia Woolf**  
361. **Transformation of the Sonnet  
from Petrarch to Marilyn  
Hacker**  
379. **The African Griot(te)**  
392. **National Bodies**

French and French Studies

201. **Le chevalier, la dame et le  
prêtre: littérature et publics du  
Moyen Age**  
246. **Medieval Women**  
248. **Histoire des femmes en France**  
252. **La Vision de la femme dans la  
littérature française du XVIIe et  
XVIIIe siècles**  
306. **Libertinage et érotisme au  
XVIIIe siècle**

315. **Femmes écrivains du XIXe et  
du XXe siècle: George Sand,  
Colette, Simone de Beauvoir**

General Studies

224. **Gender and Science**  
290. **Interdisciplinary Perspectives  
on Gender**

History

349. **Topics in Comparative History**  
391. **The Regulation of Sexuality in  
Victorian Britain**  
392. **Topics in European Women's  
and Gender History**

History of Art

108. **Women, Feminism and History  
of Art**  
350. **Topics in Modern Art**

Italian

210. **Women and Opera**  
230. **Poetics of Desire in the Lyric  
Poetry of Renaissance Italy and  
Spain**

Philosophy

221. **Ethics**  
252. **Feminist Theory**  
322. **Equality Theory**

Political Science

321. **Technology and Politics**

Russian

260. **Russian Women Authors in  
Translation**

Sociology

201. **The Study of Gender in Society**  
205. **Social Inequality**  
217. **The Family in Social Context**  
225. **Women in Society: The  
Southern Hemisphere**



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- 345. Public Problems, Public Policy:  
Focus on Gender**
- 354. Comparative Social Move-  
ments: Power, Protest,  
Mobilization**

Spanish

- 309. La representación de la mujer  
en la literatura española del  
Siglo de Oro**

Feminist and gender studies courses at  
Haverford include:

Anthropology

- 204. Anthropology of Gender**

Biology

- 252. Women, Medicine and Biology**

Classics

- 217. Gender and Sexuality in  
Ancient Greece**

Comparative Literature/Spanish

- 334. Gender Dissidence in Hispanic  
Writing.**

Economics

- 224. Women in the Labor Market**

English

- 277. Postcolonial Women Writers**  
**278. Contemporary Women Writers**  
**281. Fictions of Empire**  
**301. Sex and Gender in the Middle  
Ages**  
**347. Topics in 18th-Century British  
Literature**  
**362. Genius and Gender in American  
Culture**  
**363. John Brown's Body**

General Programs

- 226. Sex and Gender on Film**

- 494. Senior Conference in Biology,  
Medicine and Society**

History

- 204. The History of American  
Women to 1870**  
**220. Women and Gender in  
Medieval Europe**  
**262. Chinese Social History: Sex,  
Commerce and Culture in Ming  
China 1368-1644**

Political Science

- 123. American Politics: Difference  
and Discrimination**

Religion

- 221. Women and Gender in Early  
Christianity**  
**330. Seminar in Religious History of  
African-American Women**

Spanish

- 324. Sexual Minorities in the  
Spanish-Speaking World**  
**352. Evita and Her Sisters**

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## Fine Arts

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### At Haverford College

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#### *Professors:*

R. Christopher Cairns, *at Haverford College*

William E. Williams, *Chair, at Haverford College*

#### *Assistant Professor:*

Ying Li, *at Haverford College*

#### *Lecturer at Bryn Mawr College:*

To be announced

The fine arts major at Haverford is coordinated with and complemented by courses in printmaking and other works on paper offered at Bryn Mawr College. Courses on either campus are offered to students of both colleges with the approval of the respective instructors.

The aims of the courses in fine arts are dual. For students not majoring in fine arts these courses aim to develop a visual perception of form and to present knowledge and understanding of it in works of art. For students intending to major in fine arts these courses are also intended to promote thinking in visual terms and to foster the skills needed to give expression to these in a coherent body of art works.

#### ***Major Requirements***

Fine arts majors are required to concentrate in either painting, sculpture, photography or printmaking. Fine Arts 101-123; two 200-level courses outside the area of concentration; two 200-level and one 300-level course within that area; three history of art courses to be taken at Bryn Mawr; and Senior Departmental Studies 499 are required.

#### ***Honors***

Honors are awarded to majors who show exceptionally high attainment in their course work and whose final exhibition is of superior quality.

Courses offered at Bryn Mawr College:

#### **101. Fine Arts Foundation Program**

Students are introduced to at least three different disciplines from the five presently offered by the department: drawing, painting, photography, sculpture and printmaking. Each subject is an introductory course, dealing with the formal elements characteristic of the particular discipline as well as the appropriate techniques. Part of the work is from life model in drawing, painting and sculpture. These subjects are offered as half-semester courses; students may choose four for two-course credits in any two semesters, not necessarily consecutive, or any three to receive one and one-half credits. For example, students may take two sections in one semester in one year, and one or two sections in another year. The course is structured so that students experience the differences as well as the similarities between the various expressions in art, thus affording a "perspective" insight into the visual process as a basis for artistic expression. For those intending to major, Fine Arts 101 consists of taking four of the five disciplines from each of the staff, including Foundations 120 to 123. (staff, Division III)

#### **120. Foundation Printmaking: Silkscreen**

A seven-week course covering various techniques and approaches to silkscreen, including painterly monoprint, stencils, direct drawing and photo-silkscreen.

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Emphasizing the expressive potential of the medium to create a personal visual statement. (staff, Division III)

**121. Foundation Printmaking: Relief Printing**

A seven-week course covering various techniques and approaches to the art of the woodcut and the linocut, emphasizing the study of design principles and the expressive potential of the medium to create a personal visual statement. (staff, Division III)

**122. Foundation Printmaking: Lithography**

A seven-week course covering various techniques and approaches to lithography, including stone and plate preparation, drawing materials, editioning, black-and-white printing. Emphasizing the expressive potential of the medium to create a personal visual statement. (staff, Division III)

**123. Foundation Printmaking: Etching**

A seven-week course covering various techniques and approaches to intaglio printmaking, including monotypes, soft and hard ground, line, aquatint, chine collage and viscosity printing. Emphasizing the expressive potential of the medium to create a personal visual statement. (staff, Division III)

**222. Basic Drawing: Works on Paper**

An introduction to the materials and techniques of drawing and works on paper, including graphite, pen and ink, charcoal, pastel and collage — with focus on learning to “see” creatively, drawing from various subjects such as still life, landscape, interior and portrait. Drawing from the model is not emphasized. (staff, Division III)

Courses offered at Haverford College:

**223a, b. Printmaking: Materials and Techniques**

Further development into other printmaking techniques, covering a broad range of alternative processes within wood, lino, collagraph, monoprint, drypoint, etching and photo-etching. Students will work independently. Prerequisite: permission of instructor by review of portfolio. (staff, Division III)

**231a, b. Drawing (2-D): All Media**

Various drawing media such as charcoal, conté, pencil, ink and mixed media; the relationship between media, techniques and expression. The student is exposed to problems involving space, design and composition as well as “thinking” in two dimensions. Part of the work is from life model. May be repeated for credit. Prerequisite: Fine Arts 101 or permission of instructor. (Li, Division III)

**233a, b. Painting: Materials and Techniques**

Problems of form, color, texture and their interrelationships; influence of the various painting techniques upon the expression of a work; the characteristics and limitations of the different media; control over the structure and composition of a work of art; and the relationships of form and composition, and color and composition. Media are primarily oils, but acrylics, watercolors and egg tempera are explored. Part of the work is from life model. May be repeated for credit. Prerequisite: Fine Arts 101 or permission of instructor. (Li, Division III)

**241a, b. Drawing (3-D): All Media**

In essence the same problems as in Fine Arts 231a or b. However, some of the drawing media are clay modeling in half-

hour sketches; the space and design concepts solve three-dimensional problems. Part of the work is done from life model. May be repeated for credit. Prerequisite: Fine Arts 101 or permission of instructor. (Cairns, Division III)

### **243a, b. Sculpture: Materials and Techniques**

The behavior of objects in space, the concepts and techniques leading up to the form in space, and the characteristics and limitations of the various sculpture media and their influence on the final work; predominant but not exclusive use of clay modeling techniques; fundamental casting procedures. Part of the work is done from life model. May be repeated for credit. Prerequisite: Fine Arts 101 or permission of instructor. (Cairns, Division III)

### **251a. Photography: Materials and Techniques**

Students are encouraged to develop an individual approach to photography. Emphasis is placed on the creation of black-and-white photographic prints that express plastic form, emotions and ideas about the physical world. Work is critiqued weekly to give critical insights into editing of individual student work and the use of the appropriate black-and-white photographic materials necessary to give coherence to that work. Study of the photography collection, gallery and museum exhibitions, lectures; a critical analysis of photographic sequences in books and a research project supplement the weekly critiques. In addition students produce a handmade archival box to house their work, which is organized into a loose sequence and mounted to archival standards. Prerequisite: Fine Arts 101. Enrollment is limited. (Williams, Division III)

### **260b. Photography: Materials and Techniques**

Students are encouraged to develop an individual approach to photographic prints that express plastic form, emotions and ideas about the physical world in color. Work is critiqued weekly to give critical insights into editing of individual student work and the use of the appropriate color photographic materials necessary to give coherence to that work. Study of the photography collection, gallery and museum exhibitions, lectures; a critical analysis of photographic sequences in books and a research project supplement the weekly critiques. In addition students produce a handmade archival box to house their work, which is organized into a loose sequence and mounted to archival standards. Prerequisite: Fine Arts 101. Enrollment is limited. (Williams, Division III)

*In the following Experimental Studio courses, the advanced student is encouraged to experiment with new ideas and techniques with the purpose of developing a personal expression. It is expected that the student will already have a sound knowledge of the craft and aesthetics of the respective techniques.*

### **327a, b. Experimental Studio: Lithography and Intaglio**

Concepts and techniques of black-and-white and color lithography. The development of a personal direction is encouraged. Prerequisites: a foundation drawing course and Foundation Printmaking, or permission of instructor. (staff, Division III)

**331a, b. Experimental Studio: Drawing**  
May be repeated for credit. Prerequisite: Fine Arts 231a or b, or permission of instructor. (Li, Division III)



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**333a, b. Experimental Studio: Painting**  
May be repeated for credit. Prerequisite: Fine Arts 223a or b, or permission of instructor. (Li, Division III)

**341a, b. Experimental Studio: Drawing**  
(Cairns, Division III)

**343a, b. Experimental Studio: Sculpture**  
May be repeated for credit. Prerequisite: Fine Arts 243a or b, or permission of instructor. (Cairns, Division III)

**351a, b. Experimental Studio: Photography**  
Students produce an extended sequence of their work in either book or exhibition format using black-and-white or color photographic materials. The sequence and scale of the photographic prints are determined by the nature of the student's work. Weekly classroom critiques, supplemented by an extensive investigation of classic photographic picture books and related critical texts guide students to the completion of their coursework. This two-semester course consists of the book project (first semester) and the exhibition project (second semester). At the end of each semester the student may exhibit her or his project. Prerequisites: Fine Arts 101, 251, 260 and permission of instructor. (Williams, Division III)

**403a, b. Supervised Work**  
A workshop for advanced students to develop their ideas for works on paper in the technique(s) of their choice, including relief printing, silkscreen, intaglio (etching), lithography, drawing or any combination of the above. A cohesive body of work (portfolio) reflecting a specific direction is created by the end of the course. Prerequisites: a basic competence

in technical skills in the area(s) of the student's choice, presentation of a portfolio of previous work and permission of instructor. (staff, Division III)

**480a, b. Independent Study**  
This course gives the advanced student the opportunity to experiment with concepts and ideas, and to explore in depth her or his talent. Prerequisite: permission of instructor. (staff)

**499a, b. Senior Departmental Studies**  
The student reviews the depth and extent of experience gained, and in so doing creates a coherent body of work expressive of the student's insights and skills. At the end of the senior year the student is expected to produce a show of her or his work. (staff)

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## French and French Studies

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### *Professors:*

Grace M. Armstrong, *Chair and Major Adviser*

Catherine Lafarge

Nancy J. Vickers

### *Associate Professors:*

Koffi Anyinéfa, *at Haverford College*

Brigitte Mahuzier, *Director of the Avignon Institute, (on leave, 2001-02)*

### *Assistant Professors:*

Francis Higginson

Duane Kight, *at Haverford College*

David L. Sedley, *at Haverford College*

### *Senior Lecturers:*

Roseline Cousin

Janet Doner

### *Lecturer:*

Molly Robinson

### *Instructor:*

Florence Echtman, *at Bryn Mawr and Haverford Colleges*

### *Affiliated Faculty:*

Lisa Graham, *at Haverford College*

The bi-college Department of French combines the faculties of Haverford and Bryn Mawr Colleges to offer a unified program and a variety of courses and major options. The purpose of the major in French is to lay the foundation for an understanding and appreciation of French culture through its literature and language, the history of its arts, its thought and its institutions. Course offerings are intended to serve both those with particular interest in French literature, literary theory and criticism, as well as those with particular interest in French and French-speaking lands from the perspective of history, culture and political

science. A thorough knowledge of French is a common goal for both orientations, and texts and discussion in French are central both to the program focusing on French history and culture (interdisciplinary concentration) and to the literary specialization (literature concentration).

In the 100-level courses, students are introduced to the study of French literature and culture, and special attention is given to the speaking and writing of French. Courses at the 200 level treat French literature and civilization from the beginning to the present day. Three 200-level courses are devoted to advanced language training, with practice in spoken as well as in written French. Advanced (300-level) courses offer detailed study either of individual authors, genres and movements (literature concentration) or of particular periods, themes and problems in French culture (interdisciplinary concentration). In both tracks, students are admitted to advanced courses after satisfactory completion of two semesters of 200-level courses in French.

Students in all courses are encouraged to make use of the Language Learning Center. In French 001, 002, 003, 004, 005, 212, 260 and 262, the use of the laboratory and intensive oral practice in small groups directed by a department assistant form an integral part of the course. French majors find it valuable to supplement the work done at Bryn Mawr and Haverford by study abroad either during the summer at the Institut d'Etudes Françaises d'Avignon or during the sophomore or junior year.

All students who wish to pursue their study of French must take a placement examination upon entrance at Bryn Mawr and Haverford. Those students

who begin French have two options: intensive study of the language in the intensive sections offered at Bryn Mawr (the sequence 001-002 Intensive Elementary; 005 Intensive Intermediate and 102 Textes, Images, Voix II, or 005 and 105 Directions de la France contemporaine), or non-intensive study of the language at Bryn Mawr and Haverford in the non-intensive sequence (001-002; 003-004; 101-102 or 101-105). In either case, students who pursue French to the 200 level often find it useful to take as their first 200-level course either 212 Travaux pratiques de langue-niveau avancé or 260 Stylistique et traduction. Although it is possible to major in French using either of the two sequences, students who are considering doing so and have been placed at the 001 level are encouraged to take the intensive option.

The Department of French also cooperates with the Departments of Italian and Spanish in the Romance Languages major (see page 271).

### ***Major Requirements***

Requirements in the major subject are:

1. Literature concentration: French 101-102 or 101-105, French 212 or 260, four semesters of 200-level literature courses, two semesters of 300-level literature courses, and the two-semester Senior Conference.
2. Interdisciplinary concentration: French 101-102 or 101-105; French 212 or 260; French 291 and 294, the core courses; a minimum of two civilization courses to be chosen among 246, 248, 251, 296, 298, 325, 326, with at least one course at the 300 level; two 200- or 300-level French literature courses, with one of these courses chosen at the 300 level; and the two-semester Senior Conference.

3. Both concentrations: all French majors are expected to have acquired fluency in the French language, both written and oral. Unless specifically exempted by the department, they are required to take French 212 or 260. Students placed at the 200 level by departmental examinations are exempted from the 100-level requirements. Occasionally, students may be admitted to seminars in the graduate school.

### ***Honors***

Undergraduates who have excelled in French by maintaining a minimum grade of 3.6 may, if invited by the department, write an honors thesis during the two semesters of their senior year. Departmental honors may also be awarded for excellence in both the oral and written comprehensive examinations at the end of the senior year.

### ***Minor Requirements***

Requirements for a French minor are French 101-102 or 101-105; French 212 or 260; and four 200-level or 300-level courses. At least one course must be at the 300 level.

### ***A.B./M.A. Program***

Particularly well-qualified students may undertake work toward the joint A.B./M.A. degree in French. Such a program may be completed in four or five years and is undertaken with the approval of the department and of the dean of the Graduate School of Arts and Sciences.

### ***Study Abroad***

Students majoring in French may, by a joint recommendation of the deans of the Colleges and the Department of French, be allowed to spend their junior year in France under one of the junior year plans



approved by their respective college: those organized by Sweet Briar, BCA and Wellesley Colleges are approved by both Bryn Mawr and Haverford, and additional programs are accepted separately by Bryn Mawr and Haverford.

Students wishing to enroll in a summer program may apply for admission to the Institut d'Etudes Françaises d'Avignon, held under the auspices of Bryn Mawr. The institute is designed for selected undergraduates and graduate students with a serious interest in French literature and culture, most particularly for those who anticipate professional careers requiring a knowledge of the language and civilization of France. The curriculum includes general and advanced courses in French language, literature, social sciences, history and art. The program is open to students of high academic achievement who have completed a course in French at the third-year level or the equivalent.

Students of French are also encouraged to take advantage of the many opportunities offered on both campuses for immersion in the language and culture of France: residence in the French House in Haffner at Bryn Mawr; the weekly film series; and the weekly Table française at Haffner, Bryn Mawr, and the Dining Center, Haverford.

### ***Teacher Certification***

The Department of French offers a certification program in secondary teacher education. For more information, see the description of the Education Program on page 147.

### **001-002. Elementary French**

The speaking and understanding of French are emphasized particularly during the first semester. The work includes regular use of the Language Learning

Center and is supplemented by intensive oral practice sessions. The course meets in intensive (nine hours a week) and non-intensive (six hours a week) sections. This is a year-long course; both semesters are required for credit. (Cousin, Doner, Echtman, Knight, Robinson)

### **003-004. Intermediate French**

The emphasis on speaking and understanding French is continued; texts from French literature and cultural media are read; and short papers are written in French. Students use the Language Learning Center regularly and attend supplementary oral practice sessions. The course meets in non-intensive (three hours a week) sections that are supplemented by an extra hour per week with an assistant. This is a year-long course; both semesters are required for credit. (Cousin, Echtman, Robinson, Sedley)

### **005. Intensive Intermediate French**

The emphasis on speaking and understanding French is continued; literary and cultural texts are read and increasingly longer papers are written in French. In addition to the three class meetings a week, students develop their skills in an additional group session with the professors and in oral practice hours with assistants. Students use the Language Learning Center regularly. This course prepares students to take 102 or 105 in semester II. Open only to graduates of Intensive Elementary French or to students specially placed by the department. Students who are not graduates of Intensive Elementary French must take either 102 or 105 in semester II to receive credit. (Armstrong, Doner)

### **101. Textes, Images, Voix I**

Presentation of essential problems in literary and cultural analysis by close read-



ing of works selected from various periods and genres and by analysis of voice and image in French writing and film. Participation in discussion and practice in written and oral expression are emphasized, as are grammar review and laboratory exercises. (Anyinéfa, Higginson, Knight, Lafarge, Division III)

### **102. Textes, Images, Voix II**

Continued development of students' expertise in literary and cultural analysis by emphasizing close reading as well as oral and written analyses of increasingly complex works chosen from various genres and periods of French and Francophone works in their written and visual modes. Readings begin with comic theatre of the 17th and 18th centuries and build to increasingly complex nouvelles, poetry and novels of the 19th and 20th centuries. Participation in guided discussion and practice in oral/written expression continue to be emphasized, as are grammar review and laboratory exercises. Prerequisite: French 005 or 101. (Anyinéfa, Armstrong, Division III)

### **105. Directions de la France contemporaine: le Nouveau Millénaire**

An examination of contemporary society in France and Francophone cultures as portrayed in recent documents and film. Emphasizing the tension in contemporary French-speaking societies between tradition and change, the course focuses on subjects such as family structures and the changing role of women, cultural and linguistic identity, an increasingly multiracial society, the individual and institutions (religious, political, educational), and les loisirs. In addition to the basic text and review of grammar, readings are chosen from newspapers, contemporary literary texts and magazines, comple-

mented by video materials. Prerequisite: French 005 or 101. (Cousin, Echtman, Knight, Division III)

### **201. Le chevalier, la dame et le prêtre: littérature et publics du Moyen Age**

Using literary texts, historical documents and letters as a mirror of the social classes that they address, this interdisciplinary course studies the principal preoccupations of secular and religious men and women in France from the Carolingian period through 1500. Selected works from epic, *lai*, *roman courtois*, *fabliau*, theater, letters and contemporary biography are read in modern French translation. (Armstrong, Division III)

*Not offered in 2001-02.*

### **202. Crise et identité: La Renaissance**

A study of the development of Humanism, the concept of the Renaissance and the Reformation. The course focuses on representative works, with special attention given to the prose of Rabelais and Montaigne, the Conteurs, the poetry of Marot, Scève, the *Pléiade* and d'Aubigné. (Sedley, Division III)

### **203. Passion et culture: Le Grand Siècle**

Representative authors and literary movements placed within their cultural context, with special attention to development of the theater (Corneille, Molière and Racine) and women writers of various genres. (Sedley, Division III)

### **204. Le Siècle des lumières**

Representative texts of the Enlightenment and the Pre-Romantic movement, with emphasis on the development of liberal thought as illustrated in the *Encyclopédie* and the works of Montesquieu, Voltaire, Diderot and Rousseau. (Lafarge, Division III).

*Not offered in 2001-02.*

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**205. Le Temps des prophètes: de Chateaubriand à Baudelaire (1800-1860)**

From Chateaubriand and Romanticism to Baudelaire, a study of selected poems, novels and plays. (Lafarge, Division III)

**206. Le Temps des virtuoses: Symbolisme, Naturalisme et leur progéniture, (1860-1930)**

A study of selected works by Verlaine, Rimbaud, Zola, Valéry, Claudel, Proust and Gide. (staff, Division III)  
*Not offered in 2001-02.*

**207. Missionnaires et cannibales: de Malraux à Modiano (1930-1995)**

A study of selected works illustrating the principal literary movements from 1930 to the present. (Higginson, Division III)  
*Not offered in 2001-02.*

**212. Travaux pratiques de langue-niveau avancé**

A general review of the most common difficulties of the French language, with intensive drill in syntax patterns and vocabulary. Practice in composition, conversation and diction. (Anyinéfa, Echtman)

**213. Approches critiques et théoriques**

This course provides exposure to influential 20th-century French theorists while bringing these thinkers to bear on appropriate literary texts. It hones students' critical skills while expanding their knowledge of French intellectual history. The explicitly critical aspect of the course will also serve students throughout their coursework, regardless of field. (Higginson, Mahuzier, Sedley, Division III)

**216. Le Rire**

An examination of laughter and its role in French literature through the ages. The universals of the comic tradition — recurrent techniques, stock characters, evergreen themes — as well as their adaptation within a particular context, whether social, political, historical or literary, are considered. Works are selected from different periods (medieval through 20th century), from different genres (drama, tales, novels, poetry), and for the 20th century, from two media (print and film). (Doner, Division III)  
*Not offered in 2001-02.*

**246. Medieval Women**

A study of the role of women in selected societies of medieval Europe (from Rome to Early Renaissance) with particular attention to the historical activities and literary portrayal of women in the 12th century. May be offered for interdisciplinary major when written work is presented in French. In English, with an extra weekly session in French. Prerequisite: French 101, History 111 or equivalent. (Armstrong, staff, Division III) *Not offered in 2001-02.*

**248. Histoire des femmes en France**

A study of women and gender in France from the Revolution to the present. The course pays particular attention to the role of women in the French Revolution (declarations, manifestos, women's clubs, salons, etc.) and in the post-revolutionary era, as well as more contemporary feminist manifestations in France since Simone de Beauvoir's *Deuxième Sexe* and the flow of feminist texts produced in the wake of May '68. (Mahuzier, Division III)  
*Not offered in 2001-02.*

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**250. Introduction à la littérature francophone**

A study of male and female writers of Black Africa, Arab North Africa and the Caribbean. (Anyinéfa, Division III)  
*Not offered in 2001-02.*

**251. La Mosaïque France**

A study that opposes discourse of exclusion, xenophobia, racism and the existence of a mythical, unique French identity by examining 20th-century French people and culture in their richness and variety, based on factors like gender, class, region, colonization and decolonization, immigration and ethnic background. Films and texts by Beauvoir, Ernaux, Carles, Jakez Helias, Zobel, Duras, Cardinal, Begag and Modiano. (staff, Division III)  
*Not offered in 2001-02.*

**252. La Vision de la femme dans la littérature française du XVIIe et XVIIIe siècles**

The vision of woman in representative French authors from Madame de Lafayette to Madame de Charrière. Novels and essays written by both men and women are studied to illustrate the variations of the vision during these two centuries. (Lafarge, Division III)

**255. Cinéma français/francophone et colonialisme**

A study of *cinéastes* from Black Africa, Arab North Africa and the Caribbean whose films treat the colonial and post-colonial experience. (Anyinéfa, Division III) *Not offered in 2001-02.*

**260. Stylistique et traduction**

Intensive practice in speaking and writing. Conversation, discussion, advanced training in grammar and stylistics, trans-

lation of literary and nonliterary texts, and original composition. (Cousin, Doner)

**262. Débat, discussion, dialogue**

Intensive oral practice intended to bring non-native French speakers to the highest level of proficiency through the development of debating and discussion skills. Topic for 2001-02: Sujets de débat scientifiques et sociaux. Prerequisite: French 260. (staff)

**280. Analyses sémiologiques de la culture française: stéréotypes et réalités**

A study of how French society represents itself both to the French and to others, and of the discrepancies between this representation and the more complex, evolving reality. Conducted through various media (popular and serious literature, films, art, theater, computer media, song, television, talk shows, pedagogical texts, etc.) this study focuses on representation and reality in political and social life, national history, the European Union, Parisian and provincial contexts with their microcultures, finance, fashion and sexual mores. (staff, Division III)  
*Not offered in 2001-02.*

**291. La Civilisation française**

A survey of French cultures and society from the Revolution to De Gaulle's Republic. Serves as one of the core courses for the interdisciplinary concentration. (Mahuzier, Division III)  
*Not offered in 2001-02.*

**294. La Civilisation française: les origines**

A study of the historical development of French civilization from its medieval origins to the end of Louis XIV's reign. Emphasis on the interconnections among



politics, history of ideas, and aesthetics. Among topics of particular importance treated in this course are romanesque versus Gothic art and architecture; medieval theocentrism versus Renaissance humanism; and the political, scientific and philosophical foundations of French Classicism. This course serves as one of the introductory courses for the interdisciplinary concentration.  
(Robinson, Division III)

**295. La Ville de Paris aux XVIIe et XVIIIe siècles**

A study of the geography, architecture, economics, sociology and politics of Paris in these two periods. (Lafarge, Division III; cross-listed as Growth and Structure of Cities 295)  
*Not offered in 2001-02.*

**298. La France depuis 1945**

This in-depth analysis of contemporary France, at a more advanced level than 105, explores the political, social and cultural foundations of today's France from 1945 on. The course examines the main historical events (reconstruction after World War II, the colonial wars in Indochina and North Africa, De Gaulle's foundation of the Fifth Republic, the socialist experiment in 1981) and the history of ideas (the Sartre-Camus opposition, structuralism, theoretical trends in literature, cinema and the theater). Includes an introduction to the cultural variety of Francophonie. (staff, Division III) *Not offered in 2001-02.*

**299. Littérature, histoire, et société de la Révolution à la Première Guerre mondiale**

A study of the language and political, social and ethical messages of literary texts whose authors were "engagés" in

the conflicts, wars and revolutions that shook French society from the advent of the 1789 Revolution to the First World War. Counts for either the literary or interdisciplinary track. (Mahuzier, Division III) *Not offered in 2001-02.*

**302. Le printemps de la parole féminine: femmes écrivains des débuts**

This study of selected women authors from the French Middle Ages, Renaissance and Classical period — among them Marie de France, the troubairitz, Christine de Pisan, Marguerite de Navarre and Madame de Lafayette — examines the way in which they appropriate and transform the male writing tradition and define themselves as self-conscious artists within or outside it. Particular attention will be paid to identifying recurring concerns and structures in their works, and to assessing their importance to female writing; among them, the poetics of silence, reproduction as a metaphor for artistic creation, and sociopolitical engagement. (Armstrong, Division III; cross-listed as Comparative Literature 302) *Not offered in 2001-02.*

**303. Amour et passion**

A study of these constant themes through selected literature from the Middle Ages to the 20th century and various genres like the novel, poetry and tragedy with emphasis on permanence and change, factors that impinge on love and passion, and their expression in language. Included are Tristan et Iseut, 16th-century poetry, works by Racine, Prévost, Constant, Balzac and Duras. (staff, Division III) *Not offered in 2001-02.*

**306. Libertinage et érotisme au XVIIIe siècle**

A close study of works representative of the 18th-century French novel, with spe-



cial attention to the memoir novel (Marivaux and Prévost), the philosophical novel (Diderot and Voltaire), and the epistolary novel (Rousseau, Laclos and Rétif de la Bretonne). (Lafarge, Division III) *Not offered in 2001-02.*

**307. Le Théâtre du XVIIIe siècle: Marivaux, Beaumarchais**

A study of the two most famous writers of comedies in the 18th century and of the contributions of authors like Lesage, Voltaire and Diderot, their place in the history of the genre, and an explanation of why the theater was one of the great passions of the century. (Lafarge, Division III)

**308. Baudelaire**

A study of the *Fleurs du Mal* and the *Petits Poèmes en prose*, with emphasis upon the modernité of themes and techniques. Attention is also given to the Paradis artificiels and a selection of Baudelaire's critical writings as primary sources of later definitions of the nature and function of the symbol in poetry and other arts. (Mahuzier, Division III)

*Not offered in 2001-02.*

**312. Variations sur le récit moderne: ruses et ressources** (staff, Division III)

*Not offered in 2001-02.*

**315. Femmes écrivains du XIXe et du XXe siècle: George Sand, Colette, Simone de Beauvoir**

A study of the fiction of these three major women writers, each of whom addressed some of the issues of feminism, but were more largely concerned with the problem of identity at the height of the Romantic era, La Belle Epoque and the Age of Existentialism. (staff, Division III)

*Not offered in 2001-02.*

**319. Verlaine et Rimbaud**

A close study of the major works of the two poets, with special attention to their distinctive evolution, treatment of archetypal themes and images, and experiments with poetic form and language.

(staff, Division III)

*Not offered in 2001-02.*

**325, 326. Etudes avancées de civilisation**

An in-depth study of a particular topic, event or historical figure in French civilisation. The seminar topic rotates among many subjects: La Révolution française: histoire, littérature et culture; L'Environnement naturel dans la culture française; Mal et valeurs éthiques; Le Cinéma et la politique, 1940-1968; Le Nationalisme en France et dans les pays francophones; Etude socio-culturelle des arts du manger en France du Moyen Age à nos jours; Crimes et criminalité. Topic for 2001-02: Villes Sinistr(é)es: le monde urbain dans le roman noir français et francophone. (Higginson, Division III)

**350. Voix médiévales et échos modernes**

A study of selected 19th- and 20th-century works inspired by medieval subjects, such as the Grail and Arthurian legends, and by medieval genres, such as the *roman*, saints' lives or the miracle play. Included are works by Hugo, Flaubert, Claudel, Anouilh, Bonnefoy, Genevoix, Gracq and Yourcenar. (Armstrong, Division III)

**398-399. Senior Conference**

A weekly seminar examining representative French and Francophone literary texts and cultural documents from all periods, and the interpretive problems they raise. Close reading and dissection

of texts, complemented by extensive secondary readings from different schools of interpretation, prepare students to analyze others' critical stances and to develop their own. In addition to short essays and oral presentations, students write a long paper each semester and end the year with Senior Comprehensives, which consist of an oral *explication* of a French literary text or cultural document and a four-hour written examination.

(Armstrong, Anyinéfa)

Courses that may be offered by current faculty as student interest and circumstances permit:

- 220. Dadaïsme et Surréalisme**  
(Higginson)
- 301. Le roman courtois** (Armstrong)
- 307. Marivaux et Giraudoux**  
(Lafarge)
- 309. Du symbolisme au naturalisme**  
(Mahuzier)
- 313. Poètes du XXe siècle** (staff)
- 354. Ecrivains engagés de Montaigne à Sartre** (staff)

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## General Studies

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Certain courses focus on areas that are not usually covered in the Bryn Mawr curriculum and provide a supplement to the areas more regularly covered; these are called General Studies courses and are listed in the Course Guide under this heading. Courses that cut across a number of disciplines and emphasize relationships among them are cross-listed and described under the departments that sponsor them.

Many general studies courses are open, without prerequisite, to all students. With the permission of the major department, they may be taken for major credit.

Current general studies courses are:

**101. African Civilizations: An Interdisciplinary Introduction to Africana Studies**

The required introduction to African societies, cultures and political economies with an emphasis on change and response among African people in Africa and outside. (Ngalamulume, Glickman)

**103. Introduction to Swahili Language and Culture** (Mshomba)

**112. Great Questions of Russian Literature** (Allen, Division III)

**209. Conflict Resolution in Community Settings**

The purpose of this Praxis II course is to learn basic components of conflict and conflict resolution, and apply these skills in a community setting. The course will combine theory and practice focusing on the application of conflict resolution models in multiracial, multicultural com-

munity settings. Students will do six to eight hours of fieldwork a week in a community setting. The class will meet weekly to hear lectures, share learning, discuss issues and present case studies. (Funk, Division I)

compactness and Lowenheim-Skolem theorems, submodel complete theories, model complete theories, and omega-categorical theories. Prerequisite: General Studies 213 or Haverford Mathematics 237. (Weaver) *Not offered in 2001-02.*

### **213. Introduction to Mathematical Logic**

Equational logics and the equational theories of algebra are used as an introduction to mathematical logic. While the basics of the grammar and deductive systems of these logics are covered, the primary focus is their semantics or model theory. Particular attention is given to those ideas and results that anticipate developments in classical first-order model theory. Prerequisites: Philosophy 103 and Mathematics 231. (Weaver, Division II or Quantitative Skills)

### **215. Introduction to Set Theory: Cardinals and Ordinals**

Study of the theory of cardinal and ordinal numbers in the context of Gödel-Bernays-von Neumann set theory. Topics include equivalents of the axiom of choice and basic results in infinite combinatorics. Prerequisites: Philosophy 103 and Mathematics 231. (Weaver, Division II or Quantitative Skills)

### **224. Gender and Science (staff)**

### **290. Interdisciplinary Perspectives on Gender (Tensuan, Division III)**

### **303. Advanced Mathematical Logic**

This course develops various advanced topics in the branch of mathematical logic called model theory. Topics include homogeneous models, universal models, saturated and special models, back-and-forth constructions, ultraproducts, the

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## Geology

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### *Professors:*

Maria Luisa B. Crawford,  
(on leave, 2001-02)

W. Bruce Saunders,  
*Chair and Major Adviser*

### *Assistant Professor:*

Arlo B. Weil

### *Lecturer:*

Donald C. Barber

### *Instructor:*

Howell Bosbyshell

### *Lecturer and Laboratory Coordinator:*

Blythe L. Hoyle

The department seeks to make students more aware of the physical world around them and of its development through time. The subject includes a study of the materials of which the earth is made; of the physical processes which have formed the Earth, especially near the surface; of the history of the Earth and its organisms; and of the various techniques necessary to investigate Earth processes and history.

Each introductory course is designed to cover a broad group of topics from a different perspective. Students may elect any of the 100-level courses. Geology applies many scientific disciplines to investigate problems of the Earth. Fieldwork is an essential part of geologic training and is part of many classes and of most independent research projects.

### *Major Requirements*

Fourteen courses are required for the major: Geology 101 or 103, 102, 201, 202, 203, 204 and 205; two courses each in two of the following: chemistry, math-

ematics, physics; Geology 403; and either two advanced geology courses or one advanced geology course and an additional upper-level course in chemistry, mathematics or physics. Additional courses in the allied sciences are strongly recommended and are required by most graduate schools. A student who wishes to follow a career in geology should plan to attend a summer field course, usually following the completion of the 200-level courses.

### *Honors*

Honors are awarded to students who have outstanding academic records in geology and allied fields, and whose research is judged by the faculty of the department to be of the highest quality.

### *Minor Requirements*

A minor in geology consists of Geology 101 or 103, 102 and any four of the following: Geology 201, 202, 203, 204, 205, 206 or 236.

### *Concentration in Environmental Studies*

The Environmental Studies Concentration at Bryn Mawr allows students to explore the interactions between the geosphere, biosphere and human societies. The concentration, offered jointly by the Departments of Anthropology, Biology, Geology and Growth and Structure of Cities, takes the form of concentrations in each of these departments.

The Environmental Concentration in Geology consists of the five core courses required of all environmental studies concentrators — Biology 101, 220, Anthropology 101, Geology 103, and the senior seminar in environmental studies — as well as 12 courses specific to the Environmental Concentration in Geology: Chemistry 101 or 103, 104,



Mathematics 101, 102, Geology 101, 201, 202, 205, 302 or 313 or 315, 403, one additional 300-level course in Geology or Biology, and one additional course in Anthropology. Students are encouraged to take additional environmentally-oriented courses in the social sciences and the humanities, such as Economics 105, 213, 214 and 234, Growth and Structure of Cities 185 and Political Science 222.

### ***Research Project***

All geology majors undertake a research project (Geology 403) in the senior year. A student may elect to do a one- or two-semester project with the approval of the department.

### **101. How the Earth Works**

An introduction to the study of planet Earth — the materials of which it is made, the forces that shape its surface and interior, the relationship of geological processes to people, and the application of geological knowledge to the search for useful materials. Laboratory and fieldwork focus on learning the tools for geological investigations and applying them to the local area and selected areas around the world. Three lectures and one afternoon of laboratory or fieldwork a week. One required one-day field trip on a weekend. (Weil, Division IIL)

### **102. Earth History**

The history of the Earth from its beginning and the evolution of the living forms that have populated it. Three lectures, one afternoon of laboratory a week. A required three-day field trip is taken in the late spring. An extra fee is collected for this trip. (Saunders, Division IIL)

### **103. Introduction to Earth Systems and the Environment**

This integrated approach to studying the Earth focuses on interactions between geologic, biologic, climatic and oceanographic processes. The first half of the course provides a basic understanding of systems operating within the geosphere, atmosphere, hydrosphere and biosphere. The second half is devoted to developing an understanding of the interactions between these systems, including the consequences of population and economic growth, industrial development and land-use changes. The course consists of two lectures and one lab a week, and includes a required three-day field trip for which an extra fee is collected. (Barber, Division IIL; cross listed as Growth and Structure of Cities 103)

### **201. Crystallography and Optical Mineralogy**

The study of morphological and optical crystallography. Description of the external symmetry of crystalline solids and instruction in the use of the polarizing microscope for use in identifying minerals. Crystal chemistry of representative ionic and covalent atomic structures, and silicate polymer repeat groups. Lecture three hours, laboratory three hours a week. Prerequisite: Geology 101 or 103 or Chemistry 101 or 103 and 104. (Bosbyshell, Division IIL)

### **202. Mineralogy and Crystal Chemistry**

Descriptive and determinative hand specimen and optical mineralogy. The relation between the physical properties of minerals and their structures and chemical composition. The occurrence and the petrography of typical mineral associations. Lecture three hours, labora-

tory three hours a week. Prerequisite: Geology 201. (Bosbyshell, Division IIL)

### **203. Invertebrate Paleobiology**

Biology, evolution, ecology and morphology of the major marine invertebrate fossil groups. Three lectures and one three-hour laboratory a week. A semester-long research project introducing microcomputer-based morphometric analysis will be based on material collected on a three-day trip to the Tertiary deposits of the Chesapeake Bay. (Saunders, Division IIL)

### **204. Structural Geology**

Three lectures and three hours of laboratory a week, plus weekend field trips. Recognition and description of deformed rocks, map reading, and an introduction to the mechanics and patterns of deformation. Prerequisites: Geology 101 and Mathematics 101. (Weil, Division IIL)

### **205. Sedimentary Materials and Environments**

An introduction to the principles of sedimentology, depositional processes, facies analysis and stratigraphy. Early in the course we explore the controls on composition and texture of sedimentary materials — clastic, carbonate and chemical. Particular emphasis is placed on understanding the physical, chemical and biological processes governing sedimentation in different environments. Later in the course we consider broader depositional patterns, sedimentary sequences and the development of facies models to aid in reconstructing past environmental conditions. Three lectures and one lab a week, with two day-long field trips. Prerequisite: Geology 101, 102 or 103 or permission of instructor. Recommended: Geology 201, 202 and 203. (Barber, Division IIL)

### **206. Energy, Resources and Public Policy**

An examination of issues concerning the supply of energy and raw materials required by humanity. This includes an investigation of requirements and supply of energy and of essential resources, of the geological framework that determines resource availability, and of the social, economic and political considerations related to energy production and resource development. Two 90-minute lectures a week. Prerequisite: one year of college science. (staff, Division II) *Offered in alternate years. Not offered in 2001-02.*

### **209. Natural Hazards and Human Populations**

Discussion of Earth processes that occur on human time scales and their impact on humanity both past and present. We will evaluate the past, current and future hazards presented by one or more of the following: earthquakes, volcanoes, landslides and abrupt climatic events. The course will include discussion of the social, economic and policy contexts in which geologic processes become geologic hazards. Case studies will be drawn from contemporary and ancient societies. For the topic of the current year, contact the department. Lecture three hours a week. Prerequisite: one year of college science or permission of instructor. (staff, Division II) *Not offered in 2001-02.*

### **236. Evolution**

A lecture/discussion course on the development of evolutionary thought, generally regarded as the most profound scientific event of the 19th century; its foundations in biology and geology; and the extent of its implications to many disciplines. Emphasis is placed on the nature

of evolution in terms of process, product, patterns, historical development of the theory, and its applications to interpretations of organic history. Lecture three hours a week. Prerequisite: a 100-level science course or permission of instructors. (R. Davis, Gardiner, Saunders; cross-listed as Biology 236 and Geology 236)

### **301. Geochemistry of Crystalline Rocks**

Principles and theory of various aspects of geochemistry to include elementary thermodynamics and phase diagrams, an introduction to isotopes, and applications of chemistry to the study of igneous and metamorphic rocks. Three lectures a week, occasionally augmented by fieldwork. Prerequisites: Geology 202 and Chemistry 101 or 103, and 104 or permission of instructor. (Crawford)  
*Not offered in 2001-02.*

### **302. Low-Temperature Geochemistry**

The geochemistry of earth surface processes. Emphasis is on the chemistry of surface waters, atmosphere-water environmental chemistry, chemical evolution of natural waters, pollution issues and water-rock interactions. Fundamental principles are applied to natural systems with particular focus on chemical sediments, diagenesis and environmental chemistry. Three hours of lecture a week and problem sessions. Prerequisites: Chemistry 103, 104 and Geology 202 or two 200-level chemistry courses, or permission of instructor. (Hoyle)

### **303. Advanced Paleontology**

Principles, theory and application of various aspects of paleobiology such as evolution. Three lectures, three hours of laboratory a week (with occasional field-

work). Prerequisite: Geology 203 or permission of instructor. (Saunders)  
*Not offered in 2001-02.*

### **304. Tectonics**

Three hours of lecture and a problem session a week. Plate tectonics and continental orogeny are reviewed in light of the geologic record in selected mountain ranges and certain geophysical data. Prerequisite: Geology 204. (Weil)

### **305. Igneous and Metamorphic Petrology**

The origin, mode of occurrence, and distribution of igneous and metamorphic rocks. The focus is on the experimental and field evidence for interpreting rock associations and the interplay between igneous and metamorphic rock genesis and tectonics. Three lectures and three hours of laboratory or equivalent field work a week. Occasional weekend field trips. Prerequisites: Geology 201, 202 and Chemistry 101 or 103, and 104. (Crawford) *Offered in alternate years.*  
*Not offered in 2001-02.*

### **306. Advanced Sedimentary Geology**

For those students wishing to pursue advanced study of sedimentary petrology, facies analysis and basin analysis. This project-centered course involves the collection and analysis of sedimentological data. Students will work together on a single project of moderate complexity, determined by mutual consent during the first week of class. Class meets once weekly for three hours, and will also include several weekend field trips. Prerequisites: Geology 202 and 205, or permission of instructor. (staff)  
*Not offered in 2001-02.*



### **310. Introduction to Geophysics**

What do we know about the interior of the Earth? How do we know it? Geophysical observations of the Earth's magnetic field, gravity field, heat flow, radioactivity and the propagation of seismic waves through the Earth each provide a means to study the mechanisms of plate tectonics and provide a window to the remote (subsurface) regions of the Earth. Geophysical techniques are some of the principal tools used in the exploration for mineral and energy resources; in the monitoring of groundwater, earthquakes and volcanoes; and in the investigation of other planets in our solar system. This course is designed for all geology majors, for astronomy majors interested in the study of planets and for physics majors interested in how physics is applied to the study of the Earth. Three class hours a week. Prerequisites: Geology 101 and Physics 101-102.  
*Not offered in 2001-02.*

### **312. Quaternary Geology**

The Quaternary Period comprises the last 1.5 million years of Earth history, an interval dominated by climate fluctuations and the waxing and waning of large northern hemisphere ice sheets. This course will cover the many types of geologic evidence, from glacial geomorphology to deep-sea geochemistry, that are used to reconstruct ocean and atmospheric conditions (e.g., temperature) through the Quaternary. We will also consider recent nonglacial deposits and landforms, including coastal features, but the general emphasis is on how the landscape has evolved within the context of Quaternary climate variability. Three class hours a week, including hands-on data analysis, and one day-long field trip. Prerequisite: Geology 101, 102 or 103. (Barber)

### **313. Ground Water, Contamination and Remediation**

This course reviews the science and policy of ground water contamination. Part I introduces groundwater hydrogeology and tools for groundwater-resource characterization. Part II covers groundwater contamination and remediation schemes. We also discuss the role of groundwater in geologic processes, numerical modeling of ground water flow, and public policy regarding contamination and cleanup. Three hours of lecture and three hours of laboratory a week, plus one weekend field trip. Prerequisite: Geology 101 or 103. Corequisite: Math 101.  
*Not offered in 2001-02.*

### **314. Marine Geology**

An introduction to the structure and tectonics of ocean basins, their sedimentary record and the place of marine systems in the geologic record. Includes an overview of physical and chemical oceanography, and a review of how paleoceanographic research has shaped our knowledge of Earth's climate history. Meets twice weekly for a combination of lecture, seminar and hands-on exercises, including one day-long field trip. Prerequisite: Geology 101, 102 or 103. (Barber)

### **336. Evolutionary Biology: Advanced Topics**

A seminar course on current issues in evolution. Discussion based on readings from the primary literature. Topics vary from year to year. One three-hour discussion a week. Prerequisite: Geology 236 or permission of instructor. (Gardiner, Saunders, staff; cross-listed as Anthropology 336 and Biology 336)



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**397. Senior Seminar in Environmental Studies (Herzig)**

**403. Independent Research**

An independent project in the field, laboratory or library culminating in a written report and oral presentation. (staff)

Graduate seminars in geology are open to qualified undergraduates with the permission of the instructor, the student's dean and the dean of the Graduate School of Arts and Sciences.

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**German and German Studies**

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*Professor of German and Comparative Literature:*

Azade Seyhan

*Associate Professors:*

Imke Meyer, *Chair*

Ulrich Schönherr, *at Haverford College*,  
(on leave, 2001-02)

*Visiting Assistant Professors:*

David Kenosian, *at Haverford College*

Chris Pavsek, *at Haverford College*

*Lecturer:*

Susan Schwaneflugel

*Affiliated Faculty:*

Jane Caplan

Robert J. Dostal

Richard Freedman, *at Haverford College*

Carol J. Hager

Carola Hein

Christiane Hertel

Lisa Saltzman

Kathleen Wright *at Haverford College*

The Department of German draws upon the expertise of the German faculty at both Bryn Mawr and Haverford Colleges to offer a broadly conceived German Studies program, incorporating a variety of courses and major options. The purpose of the major in German is to lay the foundation for a critical understanding of German culture in its contemporary international context and its larger political, social and intellectual history. To this end we encourage a thorough and comparative study of the German language and culture through its linguistic and literary history, systems of thought, institutions, political configurations, and arts and sciences.

The German program aims, by means of various methodological approaches to the study of another language, to foster critical thinking, expository writing skills, understanding of the diversity of culture(s), and the ability to respond creatively to the challenges posed by cultural difference in an increasingly multicultural world. Course offerings are intended to serve both students with particular interests in German literature and literary theory and criticism, and those interested in studying German and German-speaking cultures from the perspective of communication arts, film, history, history of ideas, history of art and architecture, history of religion, institutions, linguistics, mass media, philosophy, politics, and urban anthropology and folklore.

A thorough knowledge of German is a common goal for both major concentrations. The objective of our language instruction is to teach students communicative skills that would enable them to function effectively in authentic conditions of language use and to speak and write in idiomatic German. A major component of all German courses is the examination of issues that underline the cosmopolitanism as well as the specificity and complexity of contemporary German culture. Many German majors can and are encouraged to take courses in interdisciplinary areas, such as Comparative Literature, Feminist and Gender Studies, Growth and Structure of Cities, History, History of Art, Music, Philosophy and Political Science, where they read works of criticism in these areas in the original German.

### ***Major Requirements***

The German major consists of 10 units. All courses at the 200 or 300 level count toward the major requirements, either in

a literature concentration or in a German Studies concentration. A literature concentration normally follows the sequence 201 and/or 202; 205 or 206, or 214, 215; plus additional courses to complete the 10 units, two of them at the 300 level; and finally one semester of Senior Conference. A German Studies major normally includes 223 and/or 224; one 200- and one 300-level course in German literature; three courses (at least at the 300 level) in subjects central to aspects of German culture, history or politics; and one semester of German 321 (Advanced Topics in German Cultural Studies). Within each concentration, courses need to be selected so as to achieve a reasonable breadth, but also a degree of disciplinary coherence. Within departmental offerings, German 201 and 202 (Advanced Training) strongly emphasize the development of conversational, writing and interpretive skills. German majors are encouraged, when possible, to take work in at least one foreign language other than German.

### ***Honors***

Any student whose grade point average in the major at the end of the senior year is 3.8 or higher qualifies by grade point average alone for departmental honors. Students whose major grade point average at the end of the senior year is 3.6 or higher, but not 3.8, are eligible to be discussed as candidates for departmental honors. A student in this range of eligibility must be sponsored by at least one faculty member with whom she has done coursework, and at least one other faculty member must read some of the student's advanced work and agree on the excellence of the work in order for departmental honors to be awarded. If there is a sharp difference of opinion, additional readers will serve as needed.

### **Minor Requirements**

A minor in German and German Studies consists of seven units of work. To earn a minor, students are normally required to take German 201 or 202, and four additional units covering a reasonable range of study topics, of which at least one unit is at the 300 level. Additional upper-level courses in the broader area of German Studies may be counted toward the seven units with the approval of the department.

### **Study Abroad**

Students majoring in German are encouraged to spend some time in German-speaking countries in the course of their undergraduate studies. Various possibilities are available: summer work programs, DAAD (German Academic Exchange) scholarships for summer courses at German universities, and selected junior year abroad programs.

Students of German are also encouraged to take advantage of the many opportunities on both campuses for immersion programs in German language and culture: residence in Haffner Hall foreign language apartments; the German Film Series; the German Lecture Series; the weekly *Stammtisch*; and more informal conversational groups attended by faculty.

### **001-002. Elementary German**

Meets five hours a week with the individual class instructor, two hours with student drill instructors. Strong emphasis on communicative competence both in spoken and written German in a larger cultural context. This is a year-long course; both semesters are required for credit. (staff)

### **101, 102. Intermediate German**

Thorough review of grammar, exercises in composition and conversation. Enforcement of correct grammatical patterns and idiomatic use of language. Study of selected literary and cultural texts and films from German-speaking countries. Two semesters. (staff)

### **201. Advanced Training: Language, Text, Context**

Emphasis on the development of conversational, writing and interpretive skills through an introductory study of German political, cultural and intellectual life and history, including public debate, institutional practices, mass media, cross-cultural currents, folklore, fashion and advertising. Course content may vary. (Meyer, Schönherr, Schwaneflugel, Seyhan, Division III)

### **202. Advanced Training: Introduction to German Studies**

Interdisciplinary and historical approaches to the study of German language and culture. Selected texts for study are drawn from autobiography, anthropology, *Märchen*, satire, philosophical essays and fables, art and film criticism, discourses of gender, travel writing, cultural productions of minority groups, and scientific and journalistic writings. Emphasis is on a critical understanding of issues such as linguistic imperialism and exclusion, language and power, gender and language, and ideology and language. (Kenosian, Meyer, Schönherr, Seyhan, Division III)

### **209. Introduction to Literary Analysis: Philosophical Approaches to Criticism**

A focus on applications and implications of theoretical and aesthetic models of

knowledge for the study of literary works. (Seyhan, Division I or III; cross-listed as Comparative Literature 209 and Philosophy 209)

### **212. Readings in German Intellectual History**

Study of selected texts of German intellectual history, introducing representative works of G. E. Lessing, Immanuel Kant, Friedrich Schiller, Georg W. F. Hegel, Karl Marx, Friedrich Nietzsche, Sigmund Freud, Martin Heidegger, Werner Heisenberg, Theodor W. Adorno, Walter Benjamin, Ludwig Wittgenstein, Hannah Arendt and Jürgen Habermas. The course aims to introduce students to an advanced cultural reading range and the languages and terminology of humanistic disciplines in German-speaking countries, and seeks to develop their critical and interpretive skills. Topic for spring 2002: Marx, Nietzsche, Freud: Visionaries of Modernity. (Meyer, Schönherr, Seyhan, Division III; cross-listed as Philosophy 204)

### **215. Survey of Literature in German**

A study of the major periods of German literature within a cultural and historical context, including representative texts for each period. (Kenosian, Meyer, Schönherr, Division III)  
*Not offered in 2001-02.*

### **223, 224. Topics in German Cultural Studies: Geschichte und Geschichten**

Course content varies. Topic for fall 2001: Gendered Identities, Post-Fascist Ideologies in East German Film and Fiction. (Kenosian, Division I or III)  
Topic for spring 2002: German Cinema after World War II. (Pavsek, Division III)

### **231. Cultural Profiles in Modern Exile**

This course investigates the anthropological, philosophical, psychological, cultural and literary aspects of modern exile. It studies exile as experience and metaphor in the context of modernity, and examines the structure of the relationship between imagined/remembered homelands and transnational identities, and the dialectics of language loss and bi- and multilingualism. Particular attention is given to the psychocultural dimensions of linguistic exclusion and loss. Readings of works by Friedrich Nietzsche, Sigmund Freud, Milan Kundera, Salman Rushdie, Julia Alvarez, Anita Desai and others. (Seyhan, Division III; cross-listed as Anthropology 231 and Comparative Literature 231)

### **245. Interdisciplinary Approaches to German Literature and Culture**

Course content varies. Topic for fall 2000: Women's Narratives on Modern Migrancy, Exile and Diasporas. (Seyhan, Division III; cross-listed as Anthropology 246 and Comparative Literature 245) *Not offered in 2001-02.*

### **262. Film and the German Literary Imagination**

This course provides an introduction to narrative structures and strategies in fiction and film. It focuses on the different ways written texts and visual media tell their stories, represent their times and promote forms of historical and cultural remembering. Topic for fall 2001: Film before World War II. (Pavsek, Seyhan, Division III; cross-listed as Comparative Literature 262)



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**299. Cultural Diversity and Its Representations**

A focus on representations of "foreignness" and "others" in selected German works since the 18th century, including works of art, social texts and film, and on the cultural productions of non-German writers and artists living in Germany today. (Seyhan, Division III)

*Not offered in 2001-02.*

**305. Modern German Drama**

Theory and practice of dramatic arts in selected plays by major German, Austrian and Swiss playwrights from the 18th century to the present. (Meyer, Seyhan, Division III)

*Not offered in 2001-02.*

**320. Topics in German Literature**

Course content varies. Previous course offerings include Romantic Literary Theory and Literary Modernity, The Experience of the Foreign in German Culture, Configurations of Femininity in German Literature, and Nietzsche and Modern Cultural Criticism. (Meyer, Schönherr, Seyhan, Division III)

*Not offered in 2001-02.*

**321. Advanced Topics in German Cultural Studies**

Course content varies. Previous topics include Masculinity and Femininity in German Cinema, Berlin in the 1920s. Topic for spring 2002: The City as Cultural Focus – Vienna 1900. (Hertel, Meyer, Schönherr, Seyhan, Division III; cross-listed as Growth and Structure of Cities 319 and History of Art 348)

**399. Senior Conference (staff)**

**403. Independent Study (staff)**

In addition to courses that focus on the study of German language, culture and civilization offered by the Department of German, courses relating to any aspect of German culture, history and politics given in other departments can count toward requirements for a major or minor in German Studies. This is particularly true of courses in Comparative Literature, Feminist and Gender Studies, Film, Growth and Structure of Cities, History, History of Art, Music, Philosophy, Political Science and Theater.

The following courses currently offered at Bryn Mawr College are recommended electives for German Studies majors:

Comparative Literature

**210. Women and Opera**

English

**293. The Play of Interpretation**

Growth and Structure of Cities

**227. The European Metropolis**

History of Art

**348. Topics in German Art: Vienna 1900**

The following courses currently offered at Haverford are recommended electives for German Studies majors:

Philosophy

**226b. Nietzsche**

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## Greek, Latin and Classical Studies

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### *Professors:*

Julia H. Gaiser

Richard Hamilton, (on leave, 2001-02)

Russell T. Scott, *Chair and Major*

*Adviser*

### *Assistant Professor:*

Radcliffe Edmonds

### *Postdoctoral Fellow in the Humanities:*

Pamela Lackie

### *Lecturer:*

Gordon Kelly

The department offers four concentrations in Classics: Greek, Latin, Classical Languages and Classical Studies. In addition to the sequence of courses specified for each concentration, all students must participate in the senior conference, a full-year course. In the first term students study various fields in Classics (e.g., law, literary history, philosophy, religion, social history), while in the second term they write a long research paper and present their findings to the group. Senior essays of exceptionally high quality may be awarded departmental honors at commencement.

Students of Classics, according to their concentrations, are encouraged to consider a term of study during junior year at the College Year in Athens or the Intercollegiate Center for Classical Studies in Rome.

## GREEK

The sequence of courses in the ancient Greek language is designed to acquaint the students with the various aspects of Greek culture through a mastery of the language and a comprehension of Greek

history, mythology, religion and the other basic forms of expression through which the culture developed. The works of poets, philosophers and historians are studied both in their historical context and in relation to subsequent Western thought. In addition, the department regularly offers one or more courses on Greek history, myth, literature or religion for which knowledge of the Greek language is not required.

### *Major Requirements*

Requirements in the major are, in addition to the Classics Senior Seminar: 016, 017, 101, 104, 201, 202 and either 305 or 306. Also required are three courses to be distributed as follows: one in Greek history, one in Greek archaeology, and one in Greek philosophy. The major is completed with a comprehensive sight translation of Greek to English.

Prospective majors in Greek are advised to take Greek 016 and 017 in the first year. For students entering with Greek there is the possibility of completing the requirements for both A.B. and M.A. degrees in four years. Those interested in pursuing advanced degrees are advised to have a firm grounding in Latin.

### *Minor Requirements*

Requirements for a minor in Greek are: 016, 017, 101, 104, 201 and 202.

### **016, 017. Reading Greek for the Golden Age**

A grammar-based, "bottom-up" introduction to classical Greek, emphasizing mastery of individual letters, nouns and verbs, and finally single sentences supplemented by readings each week from a "top-down" introduction focusing on the paragraph, comprehension of context and

Greek idiom, with the goal of reading a dialogue of Plato and a speech by Lysias. (staff)

### **101. Herodotus**

Book I of Herodotus' *History* and weekly prose composition. (Hamilton, Division III)

### **103. New Testament**

Selections from the Gospels, Acts and Epistles. (staff, Division III)

*Not offered in 2001-02.*

### **104. Homer**

Several books of the *Odyssey* are read and verse composition is attempted. A short essay is required. (staff, Division III) *Offered at Haverford in 2001-02 as Classics 101b.*

### **201. Plato and Thucydides**

The Symposium and the history of the Sicilian Expedition.

(Edmonds, Division III)

### **202. The Form of Tragedy** (staff, Division III)

*Offered at Haverford in 2001-02 as Classics 251b.*

### **301. Greek Lyric Poetry**

(staff, Division III)

Courses for which a knowledge of Greek is not required are listed under Classical Studies.

Haverford College currently offers the following courses in Greek:

#### **Classics**

#### **001. Elementary Greek**

##### **101a. Introduction to Greek**

**Literature: Plato**

##### **101b. Introduction to Greek Poetry:**

**Homer's *Odyssey***

##### **251b. Advanced Greek: Tragedy**

## **LATIN**

The major in Latin is designed to acquaint the student with Roman literature and culture, which are examined both in their classical context and as influences on the medieval and modern world.

### ***Major Requirements***

Requirements for the major are 10 courses: Latin 101, 102, two literature courses at the 200 level, two literature courses at the 300 level, History 207 or 208, Senior Conference, and two courses to be selected from the following: Latin 205; Classical Archaeology or Greek at the 100 level or above; French, Italian or Spanish at the 200 level or above. Courses taken at the Intercollegiate Center for Classical Studies in Rome are accepted as part of the major. Latin 205 is required for those who plan to teach. By the end of the senior year, majors will be required to have completed a senior essay and a sight translation from Latin to English.

### ***Minor Requirements***

Requirements for the minor are normally six courses, including one at the 300 level. For non-majors, two literature courses at the 200 level must be taken as a prerequisite for admission to a 300-level course. Students who place into 200-level courses in their first year may be eligible to participate in the A.B./M.A. program. Those interested should consult the department as soon as possible.

#### **001-002. Elementary Latin**

Basic grammar, composition and Latin readings, including classical prose and poetry. This is a year-long course; both semesters are required for credit. (Gaiser, Scott)

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### 003. Intermediate Latin

Intensive review of grammar, reading in classical prose and poetry. For students who have had the equivalent of two years of high school Latin or are not adequately prepared to take Latin 101. This course meets three times a week with a required fourth hour to be arranged. (staff)

### 101. Latin Literature

Selections from Catullus and Cicero. Prerequisites: Latin 001-002 and 003, or placement by the department. (staff, Division III) *Offered at Haverford in 2001-02 as Classics 102a.*

### 102. Latin Literature: Livy and Horace

Prerequisite: Latin 101 or placement by the department. (Gaisser, Division III)

### 201. Advanced Latin Literature: Roman Comedy (Gaisser, Division III)

### 202. Advanced Latin Literature: The Silver Age

Readings from major authors of the first and second centuries A.D. (staff, Division III)

### 203. Medieval Latin Literature

Selected works of Latin prose and poetry from the late Roman Empire through the Carolingian Renaissance. (Scott, Division III)

### 205. Latin Style

A study of Latin prose style and Latin metrics based on readings and exercises in composition. Offered to students wishing to fulfill the requirements for teacher certification in Latin or to fulfill one of the requirements in the major. *Not offered in 2001-02.*

**301. Vergil's Aeneid** (staff, Division III) *Not offered in 2001-02.*

**302. Tacitus** (Scott, Division III) *Not offered in 2001-02.*

**303. Lucretius** (staff, Division III)

**304. Cicero and Caesar** (staff, Division III) *Not offered in 2001-02.*

**308. Ovid** (staff, Division III) *Not offered in 2001-02.*

**310. Catullus and the Elegists** (Gaisser, Division III)

**312. Roman Satire** (Scott, Division III) *Not offered in 2001-02.*

**398, 399. Senior Conference**  
Topics in Latin literature. (staff)

Courses for which a knowledge of Latin is not required are listed under Classical Studies.

Haverford College currently offers the following courses in Latin:

Classics

**002. Elementary Latin**

**102a. Introduction to Latin Literature: Catallus and Cicero**

**102b. Introduction to Latin Poetry: Virgil's Aenid**

**252a. The Roman Historians**



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## CLASSICAL LANGUAGES

The major in classical languages is designed for the student who wishes to divide her time between the two languages and literatures.

### *Major Requirements*

In addition to the Classics Senior Seminar, the requirements for the major are eight courses in Greek and Latin, including at least two at the 200 level in one language and two at the 300 level in the other, and two courses in ancient history and/or classical archaeology. There are two final examinations: sight translation from Greek to English, and sight translation from Latin to English.

## CLASSICAL STUDIES

The major in classical studies provides a broad yet individually structured background for students whose interest in the ancient classical world is general and who wish to lay the foundation for more specialized work in one or more particular areas.

### *Major Requirements*

The requirements for the major, in addition to the Classics Senior Seminar, are 10 courses, including at least one interdisciplinary course (Classical Studies 110, 150, 153, 160, 190, 191, 193, 195, 211, 270), at least two courses at the intermediate level or above in either Greek or Latin, and at least five field-specific courses from among the following: Classical Studies 205-8; Classical and Near Eastern Archaeology 102, 201, 202, 212, 251, 303, 305, 315, 324; and Philosophy 101, 236, or the Haverford equivalents. At least two of the five field-specific courses must be in Greek or Roman history.

### *Minor Requirements*

For the minor, six courses are required, of which two must be in Greek or Latin at the 100 level and one must be in Classical Studies at the 200 level.

*Course listings are incomplete at this time; consult the department for additional information for fall and spring 2001-02.*

### **110. The World through Classical Eyes**

A survey of the ways in which the ancient Greeks and Romans perceived and constructed their physical and social world. The evidence of ancient texts and monuments will form the basis for exploring such subjects as cosmology, geography, travel and commerce, ancient ethnography and anthropology, the idea of natural and artificial wonders, and the self-definition of the classical cultures in the context of the oikoumene, the "inhabited world." (Donohue, Division III)

*Not offered in 2001-02.*

### **150. Scapegoats, Outlaws and Sinners in Fifth-Century Athens**

A study of marginal figures in Athenian literature, religion and politics, emphasizing the context, causes and effects of the profanation of the Eleusinian mysteries in 415 B.C. and the trials for impiety of Andocides and Socrates in 400 and 399 B.C., and including a survey of the dramatic literature of the period. Topics include the "holy man," once polluted, now powerful; impiety trials; ostracism; beggars and exiles; pollution; sycophants and the court system. Authors include Sophocles, Euripides, Aristophanes, Thucydides, Xenophon, Lysias and Andocides. (Hamilton, Division III)

*Not offered in 2001-02.*

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### **153. Roman Women**

An examination of the life, activities and status of Roman women elites and non-elites from the Republic into late antiquity, largely through primary materials (in translation): technical treatises (especially gynecological), legal texts, inscriptions, coins and any number of literary sources, both poetry and prose (with an emphasis on women's writing). (staff, Division III)

**156. Roman Law in Action** (staff, Division III) *Not offered in 2001-02.*

### **160. Reading Greek Tragedy**

A survey of Greek tragedy introducing students to the major works of Aeschylus, Sophocles and Euripides and at the same time to some useful interpretative methods currently practiced — Aristotelian, psychoanalytical, structuralist and feminist. (Hamilton, Division III) *Not offered in 2001-02.*

### **191. The World of the Greek Heroes: Icon and Narrative**

An introduction to Greek mythology comparing the literary and visual representations of the major gods and heroes in terms of content, context, function and syntax. (Hamilton, Division III) *Not offered in 2001-02.*

### **193. The Routes of Comedy**

A broad survey, ranging from the pre-history of comedy in such phenomena as monkey laughs and ritual abuse to the ancient comedies of Greece and Rome and their modern descendents, from the Marx Brothers and Monty Python to the Honeymooners and Seinfeld. (staff, Division III) *Not offered in 2001-02.*

### **195. Introduction to Greek Religion**

A survey of the complexities of religious practice in ancient Athens, both public (including festivals, cults and sanctuaries) and private (including oracles, mysteries and magic), followed by a consideration of the religious thought reflected in Athenian dramas and philosophical dialogues. (Hamilton, Division III) *Not offered in 2001-02.*

### **201. Cleopatra: Images of Female Power**

Cleopatra strikingly exemplifies female power. This course examines the historical Cleopatra and the reception of her image from antiquity to the present in literature, art and film. Issues considered include female power in a man's world, beauty and the femme fatale, east versus west, and politics and propaganda. (Gaisser, staff, Division III; cross-listed as Comparative Literature 201) *Not offered in 2001-02.*

### **205. Ancient Greece**

A study of Greece down to the end of the Peloponnesian War (404 B.C.), with a focus on constitutional changes from monarchy through aristocracy and tyranny to democracy in various parts of the Greek world. Emphasis on learning to interpret ancient sources, including historians (especially Herodotus and Thucydides), inscriptions, and archaeological and numismatic materials. Particular attention is paid to Greek contacts with the Near East; constitutional developments in various Greek-speaking states; Athenian and Spartan foreign policies; and the "unwritten history" of non-elites. (Edmonds, Division III; cross-listed as History 205)

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**206. Society, Medicine and Law in Ancient Greece**

An introduction to the social context of Greek history in the Classical and Hellenistic periods. Topics include the Greek household, occupations, slavery, literacy and education, sexuality, ancient medical practices and the working of law in the polis. Ancient sources are emphasized, including orators, technical writers, inscriptions and papyri. (staff, Division III) *Not offered in 2001-02.*

**207. Early Rome and the Roman Republic**

The history of Rome from its origins to the end of the Republic with special emphasis on the rise of Rome in Italy, the Hellenistic world and the evolution of the Roman state. Ancient sources, literary and archaeological, are emphasized. (Scott, Division III)

**208. The Roman Empire**

Imperial history from the principate of Augustus to the House of Constantine with focus on the evolution of Roman culture as presented in the surviving ancient evidence, both literary and archaeological. (Scott, Division III; cross-listed as History 208)  
*Not offered in 2001-02.*

**211. Masks, Madness and Mysteries in Greek Religion**

A review of the ancient evidence, both literary and archaeological, pertaining to the cults of Demeter and Dionysus practiced in ancient Greece, followed by an examination of various modern theories that have been proposed to illuminate the significance of the rites. (staff, Division III) *Not offered in 2001-02.*

**212. Ancient Magic**

Bindings and curses, love charms and healing potions, amulets and talismans — from the simple spells designed to meet the needs of the poor and desperate to the complex theurgies of the philosophers, the people of the Greco-Roman world made use of magic to try to influence the world around them. In this course we shall examine the magicians of the ancient world and the techniques and devices they used to serve their clientele. We shall consider ancient tablets and spell books as well as literary descriptions of magic in the light of theories relating to the religious, political and social contexts in which magic was used. (Edmonds, Division III)  
*Not offered in 2001-02.*

**270. Classical Heroes/Heroines**

(Gaisser, Division III; cross-listed as Comparative Literature 270)

**324. Roman Architecture** (Scott, Division III; cross-listed as Classical and Near Eastern Archaeology 324)

**398, 399. Senior Seminar** (staff)



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## Growth and Structure of Cities

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*Professors:*

Gary W. McDonogh, *Director*

*Assistant Professor:*

Carola Hein

*Senior Lecturer:*

Daniela Holt Voith

*Lecturer:*

Jeffrey A. Cohen

*Fellow in the Center for Visual Culture:*

Tejaswini Ganti

*Visiting Studio Critic:*

Sam Olshin

*Affiliated Faculty:*

David J. Cast

Steve Ferzacca

Linda Gerstein, *at Haverford College*

Madhavi Kale

Philip L. Kilbride

Harriet B. Newburger

Michael Nylan

Marc Howard Ross

Robert E. Washington

James C. Wright

The interdisciplinary Cities major challenges the student to understand the relationship of urban spatial organization and the built environment to politics, economics, cultures and societies. Core introductory classes present analytic approaches that explore the changing forms of the city over time and analyze the variety of ways through which men and women have recreated urban life across cultures. With these foundations, students pursue their interests through classes in planning, architecture, urban social relations, urban history and the environmental conditions of urban life.

Advanced seminars bring together these discussions by focusing on specific cities and topics.

### *Major Requirements*

A minimum of 15 courses (11 courses in Cities and four allied courses) are required to complete the major. Four introductory courses (185, 190, 229, and 253 or 254) balance formal and sociocultural approaches to urban form and the built environment, and introduce cross-cultural and historical comparison of urban development. These courses should be completed as early as possible in the first and sophomore years; at least two of them must be taken by the end of the first semester of the sophomore year.

In addition to these introductory courses, each student selects six elective courses within the Cities program, including cross-listed courses. At least two must be at the 300 level. In the senior year, a third advanced course is required. Most students join together in a research seminar, 398 or 399. Occasionally, however, after consultation with the major advisers, the student may elect another 300-level course or a program for independent research.

Both the Cities program electives and the four or more related courses outside the program must be chosen in close consultation with the major advisers in order to create a strongly coherent sequence and focus. Note that those Cities courses that are cross-listed with other departments or originate in them can be counted only once in the course selection, although they may be either allied or elective courses.

Students should note that many courses in the program are given on an alternate-year basis. Many carry prerequisites in art history, economics, history, sociology and the natural sciences. Hence,



careful planning and frequent consultations with the major advisers are particularly important. Special arrangements are made for double majors.

Given the interdisciplinary emphasis and flexibility of the program, it is rare that the programs of any two Cities majors will be the same. Recurrent emphases, however, reflect the strengths of the major and incorporate the creative trajectories of student interests. These include:

***Architecture and architectural history.*** Students interested in architectural and urban design should pursue the studio courses (226, 228) in addition to regular introductory courses. They should also select appropriate electives in architectural history and planning to provide a broad exposure to architecture over time as well as across cultural traditions. Affiliated courses in physics and calculus meet requirements of graduate programs in architecture; these may also be planned to incorporate design projects. Those students focusing more on the history of architecture should consider related offerings in the Departments of History of Art and Classical and Near Eastern Archaeology, and should carefully discuss selections with regard to study abroad in the junior year. Those preparing for graduate work should also make sure that they develop the requisite language skills. These students should consult as early as possible with Carola Hein, Daniela Voith or Jeffrey Cohen, especially if they wish to pursue graduate study outside of the United States.

***Communication.*** Students themselves have developed issues centered on the flow of knowledge and information in contemporary societies that are critical to the future of urban citizenry. Students interested in communication should

develop a strong quantitative and qualitative background, complemented by courses in film and mass media as well as an appropriate senior thesis. Again, choices of study abroad in the junior year may be especially important in dealing with communication systems and issues outside of Europe and the United States. These students should consult with Gary McDonogh.

***Planning and policy.*** Students interested in planning and policy may wish to consider the 3-2 Program in City and Regional Planning offered with the University of Pennsylvania (see page 19). In any case, their study plan should reflect a strong background in economics as well as relevant courses on social divisions, politics and policymaking, and ethics. As in other areas of interest, it is important that students also learn to balance their own experiences and commitments with a wider comparative framework of policy and planning options and implementation. This may include study abroad in the junior year as well as internships. Students working in policy and planning areas may consult with Carola Hein or Gary McDonogh.

***Other tracks:*** Other tracks have been shaped by students who coordinate their interests in Cities with law, medicine, public health or the fine arts, including photography, drawing and other fields. The Cities program recognizes that new issues and concerns are emerging in many areas. These must be met with solid foundations in the data of urban space and experience, cogent choices of methodology, and clear analytical writing and visual analysis. In all these cases, early and frequent consultation with major advisers and discussion with other students in the major are an important part of the Cities program.

### ***Minor Requirements***

Requirements for the minor in the Cities program are at least two out of the four required courses and four Cities electives, of which two must be at the 300 level. Senior Seminar is not mandatory in fulfilling the Cities minor.

### ***Concentration in Environmental Studies***

Students and faculty have forged strong ties with the Environmental Studies Concentration, and Cities is now moving to coordinate fully with that program. Students interested in environmental policy, action or design should take Geology 103 as a laboratory science and choose relevant electives such as Economics 234 or Political Science 222. They should also pursue appropriate science courses as affiliated choices and consider their options with regard to study abroad in the junior year. Consultation with Gary McDonogh and the director of the Environmental Studies Concentration is advised early in the planning of courses.

### ***Volunteerism and Internships***

In addition to regular coursework, the Cities program promotes student volunteer activities and student internships in architectural firms, offices of urban affairs and regional planning commissions. Students wishing to take advantage of these opportunities should consult with the advisers before the beginning of the semester. Programs for study abroad or off campus are also encouraged, within the limits of the Bryn Mawr and Haverford rules and practices. Students interested in spending all or part of their junior year away must consult with the major advisers and appropriate deans early in their sophomore year.

### ***3-2 Program in City and Regional Planning***

Occasionally students have entered the 3-2 Program in City and Regional Planning, offered in conjunction with the University of Pennsylvania. Students interested in this program should meet with the major advisers early in their sophomore year (see page 19).

**103. Introduction to Earth System Science and the Environment** (Barber, Division IIL; cross-listed as Geology 103)

**136. Working with Economic Data** (Ross; cross-listed as Economics 136)

**180. Introduction to Urban Planning**  
Lecture and technical class that considers broad issues of global planning as well as the skills and strategies necessary to the field. This may also be linked to the study of specific issues of planning such as waterfront development or sustainability. (staff, Division I)  
*Not offered in 2001-02.*

**185. Urban Culture and Society**  
The techniques of the social sciences as tools for studying historical and contemporary cities. Topics include political-economic organization, conflict and social differentiation (class, ethnicity and gender), and cultural production and representation. Both qualitative and quantitative methods are explored. Philadelphia features prominently in discussion, reading and exploration. (McDonogh, Division I; cross-listed as Anthropology 185)

**190. The Form of the City: Urban Form from Antiquity to the Present**  
The city as a three-dimensional artifact. A variety of factors — geography, eco-

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conomic and population structure, politics, planning and aesthetics — are considered as determinants of urban form. (Hein, Division III; cross-listed as History 190)

**203. Ancient Greek Cities and Sanctuaries** (Wright, Division III; cross-listed as Classical and Near Eastern Archaeology 203.)

**207. Topics in Urban Studies**

This course involves systematic intermediate-level study of urban issues and topics aimed at polishing skills in data collection, analysis and writing. Such study may focus on particular cities, sets of institutions across cities or global issues such as development, immigration or mass media. (staff, Division I or III)

**212. Medieval Architecture**

(Kinney, Division III; cross-listed as History of Art 212)

**213. Taming the Modern Corporation** (staff, Division I; cross-listed as Economics 213)

**214. Public Finance** (staff, Division I; cross-listed as Economics 214)

**217. Research Methods and Theories**

This class engages quantitative, qualitative and spatial techniques in the investigation and analysis of urban issues. Form and topic will vary. In fall 2001, the class will focus on the use of GIS in mapping community issues and themes in Lower Merion. Enrollment may be limited. (Newberry, Division I or III)

**221. U.S. Economic History**

(Redenius, Division I; cross-listed as Economics 221)

**222. Introduction to Environmental Issues** (Hager, Division I; cross-listed as Political Science 222)

**223. Ancient Near Eastern Architecture and Cities** (Ellis, Division III; cross-listed as Classical and Near Eastern Archaeology 223)

*Not offered in 2001-02.*

**226. Introduction to Architectural and Urban Design**

An introduction to the principles of architectural and urban design. Prerequisites: some history of art or history of architecture and permission of instructor. (Olshin, Voith, Division III)

**227. Topics in the History of Planning**

An introduction to planning that focuses, depending on year and professor, on a general overview of the field or on specific cities or contexts. (Hein, Division I) *Not offered in 2001-02.*

**228. Problems in Architectural and Urban Design**

A continuation of Cities 226 at a more advanced level. Prerequisites: Cities 226 or other comparable design work and permission of instructor. (Olshin, Voith, Division III)

**229. Comparative Urbanism**

An examination of approaches to urban development that focuses on intensive study and systematic comparison of individual cities through an original research paper. Themes and cities vary from year to year, although a variety of cultural areas are examined in each offering. In spring 2002, the class will compare the development of cities and material culture in China and the United States. (Levine, Division I or III; cross-listed as Anthropology 229 and East Asian Studies 229)



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**234. Environmental Economics**

(Ross, Division I; cross-listed as Economics 234)

**235. Elite and Popular Culture**

In spring 2002, this class will focus on the social practice of media, examining cross-culturally how the mass media — print and electronic, old and new — have become critical to the constitution of subjectivities, collectivities and histories in the contemporary world, and are the primary means for the symbolic forms across space and time. Enrollment is limited to 20. (Ganti, Division I)

**246. Women's Narratives on Modern Migrancy, Exile and Diaspora**

(Seyhan, Division III; cross-listed as Anthropology 246 and Comparative Literature 245) *Not offered in 2001-02.*

**250. Growth and Spatial Organization of American Cities**

Overview of the changes, problems and possibilities of American cities. Various analytical models and theoretical approaches are covered. Topics may include American urban history, comparisons among cities, population and housing, neighborhoods and divisions, and urban design and the built environment. (Cohen, Division I)

**253. Survey of Western Architecture**

The major traditions in Western architecture illustrated through detailed analysis of selected examples from classical antiquity to the present. The evolution of architectural design and building technology, and the larger intellectual, aesthetic and social context in which this evolution occurred, are considered. (Cast, Hein, Division III; cross-listed as History of Art 253)

*Not offered in 2001-02.*

**254. History of Modern Architecture**

A survey of the development of modern architecture since the 18th century, with principal emphasis on the period since 1890. (Cohen, Division III; cross-listed as History of Art 254)

**255. Survey of American Architecture**

An examination of forms, figures, contexts and imaginations in the construction of the American built environment from colonial times to the present. Materials in and from Philadelphia figure as major resources. (Cohen, Division III; cross-listed as History of Art 255)

*Not offered in 2001-02.*

**257. Unreal Cities: Bombay, London, New York** (Kale, Division III; cross-listed as History 257)**261. Postmodernism and Visual**

**Culture** (Saltzman; cross-listed as History of Art 261)

**267. History of Philadelphia: 1682 to Present** (Shore, Division III; cross-listed as History 267)**275. Asian Megacities** (Nylan, Division I; cross-listed as East Asian Studies 275 and History 275) *Not offered in 2001-02.***283. The Urban Novel** (Bernstein, Division III; cross-listed as Comparative Literature 283 and English 283)

*Not offered in 2001-02.*

**295. La ville de Paris au XVIIe et au XVIIIe siècle** (Lafarge, Division III; cross-listed as French and French Studies 295) *Not offered in 2001-02.*



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**302. Greek Architecture** (Wright; cross-listed as Classical and Near Eastern Archaeology 302)  
*Not offered in 2001-02.*

**306. Advanced Fieldwork Techniques: Places in Time**

A seminar and workshop for research into the history of place, with student projects presented in digital form on the Web. Architectural and urban history, research methods and resources for probing the history of place, the use of tools for creating Web pages and digitizing images, and the design for informational experiences are examined. (Cohen, Division I or III) *Not offered in 2001-02.*

**313. Advanced Architecture and Urban Design**

This course offers advanced studio tutelage in architecture and urban design. Students may pursue independent projects that will last the entire term while also participating in discussions with other designers and classes. The class will be offered on a special-need basis and requires prior completion of a year of design studio. (Olshin, Voith)  
*Not offered in 2001-02.*

**314. Topics in Social Policy** (Church, Division I; cross-listed as Economics 314)

**316. Trade and Transport in the Ancient World** (Turfa; cross-listed as Classical and Near Eastern Archaeology 316) *Not offered in 2001-02.*

**319. Topics in German Art: Vienna 1900** (Hertel, Meyer; cross-listed as German and German Studies 321 and History of Art 348)

**324. Seminar on the Economics of Poverty and Discrimination** (Newburger, Division I; cross-listed as Economics 324)

**335. Elite and Popular Culture**

An examination of urban culture as a ground for conflict, domination and resistance through both theoretical and applied analysis of production, texts, readings and social action within a political/economic framework. (McDonogh, Division I; cross-listed as Anthropology 335) *Not offered in 2001-02.*

**339. The Policy-Making Process** (Golden; cross-listed as Political Science 339)

**342. Sex, Gender and Sexuality in the City**

An examination of the city as a social, cultural and physical space in which sex, gender and difference have taken on varied and even conflictive meanings. Specific topics vary from year to year. (staff) *Not offered in 2001-02.*

**353. East Asian Notions of Time and Space: Garden, House and City** (Nylan; cross-listed as East Asian Studies 353 and History 353)  
*Not offered in 2001-02.*

**355. Topics in the History of London** (Cast, Division I or III; cross-listed as History 355 and History of Art 355)  
*Not offered in 2001-02.*

**360. Topics in Urban Culture and Society**

Advanced theoretical perspectives blend with contemporary and historical cases to explore specific problems in social scientific analysis of the city, such as space

and time, race and class, elite and popular culture, or the construction of social and cultural distance in suburbs and downtowns. In spring 2002, the class will focus on visual culture in South Asia. (Ganti, Division I or III)

### **365. Techniques of the City**

Critical reflections on the technologies and methods of the urban planning enterprise, including the investigations that shape our vision of the city. Topics include construction and reproduction of social models, urban infrastructure, modes of representation and patterns of control. (McDonogh, Division I)

*Not offered in 2001-02.*

### **370. Japanese Architecture and Planning**

The built environment in Japan does not resemble its American or European counterparts, leading visitors to characterize it as visually chaotic even as recent observers praise its lively traditional neighborhoods. This course will explore characteristics of Japanese cities, their history and presence, and examine the particular cultural, political, economic and social contexts of urban form in Japan. (Hein) *Not offered in 2001-02.*

### **377. Topics in the History of Modern Architecture**

In fall 2001, the class will deal with the issues of housing and dwelling, focusing on Europe and America in the 19th and 20th centuries, relating ideology, social history and vernacular traditions. In spring 2002, the class will focus on capital cities worldwide. Students may take both courses. Enrollment is limited. (Hein, Lane, Division III; cross-listed as History of Art 377)

### **398, 399. Senior Seminar**

An intensive research seminar. (Hein, McDonogh)

### **450. Urban Internships (Praxis III)**

Individual opportunities to engage in praxis in the greater Philadelphia area; internships must be arranged prior to registration for the semester in which the internship is taken. Enrollment is limited to five students a semester. Prerequisite: permission of instructor. (staff)

Related courses that are currently offered at Bryn Mawr and may serve as Cities electives include:

Classical and Near Eastern Archaeology

### **223. Ancient Near Eastern**

**Archaeology and Cities**

Economics

### **234. Environmental Economics**

Political Science

### **222. Introduction to Environmental Issues**

Sociology

### **212. Sociology of Poverty**

A number of other courses at Haverford and Swarthmore may fulfill electives in the Growth and Structure of Cities program. They may be identified in course listings and discussed with the major advisers. Courses at the University of Pennsylvania may sometimes be substituted for certain electives in the Cities program; these should be examined in conjunction with the major advisers.

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## Hebrew and Judaic Studies

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*Lecturer in Judaic Studies:*

David Rabeeya

Hebrew language instruction is available at Bryn Mawr on the elementary, intermediate and advanced levels. At Haverford, Judaic studies courses are offered by the Department of Religion. Bryn Mawr also offers courses that complement Haverford's offerings in Judaic studies. All these courses are listed in the Course Guide under the heading Hebrew and Judaic Studies.

### 001-002. Elementary Hebrew

This course prepares students for reading classical religious texts as well as modern literary work. It covers grammar, composition and conversation with primary emphasis on fluency in reading as well as the development of basic conversational skills. This is a year-long course. (Rabeeya)

### 101-102. Readings in the Bible (Prose and Poetry)

Critical reading in the book of Genesis with an emphasis on discussions related to modern commentaries. Writings of compositions on modern topics are emphasized, as well as fluent conversation in the Hebrew language. This is a year-long course. (Rabeeya, Division III)

### 203. Advanced Hebrew: The Book of Psalms

The course deals with the linguistic, religious and historical development of the Book of Psalms. Special emphasis will be placed upon the Hebrew dialects of the book in comparison with modern

Israeli interpretations. Conversational Hebrew will also be conducted. (Rabeeya, Division III)

### 298. The Cultural Politics of Memory

(Bernstein, Division III; cross-listed as Comparative Literature 298 and English 298)

### 304. Advanced Hebrew: Tractate Rosh-Hashanah

This course deals with the historical and religious aspects of Tractate Rosh-Hashanah. Special emphasis will be placed upon the linguistic development of rabbinic Hebrew and its connection to modern Israeli Hebrew. (Rabeeya, Division III)

**380. Visual Culture and the Holocaust**  
Poems and novels, films and photographs, paintings and performances, monuments and memorials, even comics — in the aftermath of Art Spiegelman's *Maus* — have been the cultural forms that engage us with the catastrophic and traumatic history of the Holocaust. Through these cultural forms we have come to know events considered by some to defy the very possibility of historical, let alone aesthetic, representation. Our task will be to examine such cultural objects, aided by the extensive body of critical, historical, theoretical and ethical writings through which such work has been variously critiqued and commended. (Saltzman, Division III; cross-listed as History of Art 380)

### 403. Tutorial in Semitic Languages

(Rabeeya)

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## Hispanic and Hispanic-American Studies

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### *Coordinator:*

Enrique Sacerio-Garí

The program is designed for students interested in a comprehensive study of the society and culture of Spanish America or Spain or both. Students supplement a major in one of the cooperating departments (Anthropology, Economics, Growth and Structure of Cities, History, History of Art, Political Science, Sociology, and Spanish) with (1) Spanish 240: Hispanic Culture and Civilization, the core course for the concentration, (2) allied courses outside their major department dealing with Hispanic themes and (3) a Senior Essay focusing on a topic that cuts across all the major areas involved.

### *Concentration Requirements*

1. Competence in Spanish, to be achieved no later than the junior year. This competence may be attested either by a score of at least 690 on the Spanish Achievement test of the College Entrance Examination Board or by the completion of a course above the intermediate level with a grade of 2.0 or higher.
2. Spanish 240 and at least five other courses outside the major department and approved by the program coordinator. Students should consult with their advisers as to which courses are most appropriate for their major and special interests; some apply more to the culture of Spain, others to Spanish America.
3. A long paper or an independent project on Spain or Spanish America, to be completed in either semester of the

junior year or the first semester of the senior year as part of the work for one of the courses in the major. Topics must be approved and the paper read by both the major department and the Hispanic studies coordinator.

4. A senior essay supervised by a faculty member in one of the departments participating in the concentration.

The Hispanic and Hispanic-American Studies concentration is under the general supervision of one member of the Department of Spanish. Students are admitted into the concentration at the end of their sophomore year after the submission of a plan of study, worked out by the student and her major department, that meets the requirements of the concentration.



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## History

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### *Professors:*

Jane Caplan

Michael Nylan, (on leave, 2001-02)

Elliott Shore

### *Associate Professors:*

Madhavi Kale, *Chair*

Sharon R. Ullman, (on leave, 2001-02)

### *Assistant Professors:*

Ignacio Gallup-Diaz

Kalala Ngalamulume

Michael Powell

### *Mellon Fellow in the History of Science:*

Tomomi Kinukawa

### *Lecturer:*

Bruce Lenthall

### *Instructor:*

Ari Levine

### *Affiliated Faculty:*

Richard S. Ellis

Scott A. Redenius

Russell T. Scott

The members of the department's faculty do research and teach in and across a variety of fields, defined thematically and methodologically as well as by conventional geographic and chronological boundaries. The courses offered by the department challenge students to learn about and engage in historical production and practice in a wide variety of sites across time and space. The program is designed to give majors a framework within which to pursue their own interests as students of history, and majors are encouraged to select courses accordingly, in consultation with a faculty adviser from the department.

## *Major Requirements*

Eleven courses are required for the history major, three of which must be taken at Bryn Mawr. These are The Historical Imagination (History 101, previously 114/115), which prospective majors are encouraged to take before their junior year; and the capstone sequence comprised of Exploring History (History 395) and the Senior Thesis (History 398), which are taken in the senior year. History 101 and 395 present, examine and interrogate disciplinary practice at different levels of intensity, while History 398 gives majors the opportunity to develop and pursue, in close consultation with department faculty, their own article-length historical research and writing projects (7,000 to 8,000 words in length).

The remaining eight courses required for the history major may range across fields or concentrate within them, depending on how a major's interests develop. Of these, at least two must be seminars at the 300 level offered by the history departments at Bryn Mawr, Haverford, Swarthmore or the University of Pennsylvania. Courses taken elsewhere will not fulfill this requirement. Only two 100-level courses may be counted toward the major, and credit toward the major is not given for either the Advanced Placement examination or the International Baccalaureate.

## *Honors*

Majors with cumulative grade point averages of at least 2.7 (general) and 3.5 (history) at the end of their senior year, who achieve a grade of at least 3.7 on their senior thesis, qualify for departmental honors.

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### **Minor Requirements**

Students who wish to minor in history must complete six courses.

#### **101. The Historical Imagination**

Explores some of the ways people have thought about, represented and used the past across time and space. Introduces students to modern historical practices and debates through examination and discussion of texts and archives that range from scholarly monographs and documents to monuments, oral traditions and other media. Majors are required to take this course, preferably before the junior year.

(Ngalamulume, Division I or III)

#### **186. East Asian Family and Society**

(Nylan, Division I; cross-listed as East Asian Studies 186)

*Not offered in 2001-02.*

#### **190. The Form of the City: Urban Form from Antiquity to the Present**

(Hein, Division III; cross-listed as Growth and Structure of Cities 190)

#### **200. History of Three Worlds: Intruders, Indians and Africans — The Atlantic World, 1500 to 1800**

An examination of the way peoples, goods and ideas from Africa, Europe and the Americas came together to form an interconnected Atlantic World. (Gallup-Diaz, Division I or III)

#### **201, 202. American History, 1600 to the Present**

Covering United States history from Columbus to the present, this course is designed to coax a satisfying sense of our national life out of the multiple experiences of the people — all the people — who built this land. (Ullman, Division I or III) *Not offered in 2001-02.*

#### **203. High Middle Ages**

An introduction to the major cultural changes in the societies of Europe and the Mediterranean basin from around 1000 C.E. to 1348. (Powell, Division I or III) *Not offered in 2001-02.*

#### **204. From Medieval to Modern: Europe and the Mediterranean, 1348-1559**

(Powell, Division I or III) *Not offered in 2001-02.*

#### **205. Ancient Greece**

(Edmonds, Division III; cross-listed as Greek, Latin and Classical Studies 205)

#### **208. The Roman Empire**

(Scott, Division III; cross-listed as Greek, Latin and Classical Studies 208)

#### **226. Europe Since 1914**

An introduction to some central issues and problems in European society and politics since 1914. It is not a chronological survey, but focuses on selected topics illuminating the challenges that have faced Europeans individually and collectively in a century marked by rapid social and political change, world wars and regional conflicts, and the relocation of Europe in a global and post-imperial context. (Caplan, Division I or III)

*Not offered in 2001-02.*

#### **227. American Attractions: Leisure, Technology and National Identity**

A construction of a cultural history of the forms and social roles of visual spectacles in America from the end of the Civil War to the present and an introduction to a range of theoretical approaches to cultural analysis. (Ullman, White, Division III) *Not offered in 2001-02.*

**233. Taoism: The Religion and the Philosophy** (Nylan, Division III; cross-listed as East Asian Studies 233 and Philosophy 233)

*Not offered in 2001-02.*

**235. West African History**

This course will explore the formation and development of African societies, with a special focus on the key processes of hominization, agricultural revolution, metalworking, the formation of states, the connection of West Africa to the world economy, and the impact of European colonial rule on African societies in the 19th and 20th centuries. (Ngalamulume, Division I or III)

*Not offered in 2001-02.*

**236. Christianity and Its Culture in Medieval Europe**

Survey of Latin Christianity as cultural space, including topics on gender, ritual, theology, heterodoxy and orthodoxy. (Powell, Division I or III)

*Not offered in 2001-02.*

**237. Medicine in Africa**

The course will analyze the interaction between indigenous therapeutic systems, Islamic medicine and colonial medicine. (Ngalamulume, Division I or III)

**239. Dawn of the Middle Ages**

An introduction to the major cultural changes in the societies of Europe and the Mediterranean basin from around 300 C.E. to around 1000. (Powell, Division I or III) *Not offered in 2001-02.*

**243. Atlantic Cultures: Free African Communities in the New World**

An exploration of the process of self-emancipation by slaves, and an investigation of the establishment of autono-

mous African communities throughout the Americas. Taking a comparative framework, the course examines developments in North America, South America, the Caribbean and Brazil. (Gallup-Diaz, Division I or III)

**248. Germany Since 1918: From Revolution to Reunification**

Introduction to the history of modern Germany with emphasis on social and political themes, including nationalism, liberalism, industrialization, women and feminism, labor movements, National Socialism, partition and postwar Germany, East and West. (Caplan, Division III) *Not offered in 2001-02.*

**257. Unreal Cities: Bombay, London and New York** (Kale, Division I or III)

**258. The British Empire II: Imagining Indias** (Kale, Division III)

*Not offered in 2001-02.*

**263. Impact of Empire: Britain 1858-1960** (Kale, Division III)

*Not offered in 2001-02.*

**264. Passages from India: 1800-Present**

An exploration of the contested terrains of identity, authenticity and cultural hybridity, focusing on migration from India to various parts of the world during the 19th and 20th centuries. The significance of migration overseas for anti-colonial struggles in India and elsewhere in the British Empire, and for contested, often conflicting, notions of India and nationhood during and after colonial rule are also considered. (Kale, Division I or III)

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**265. Colonial Encounters in the Americas, 1492-1800**

The course explores the confrontations, conquests and accommodations that formed the "ground-level" experience of day-to-day colonialism throughout the Americas. The course is comparative in scope, examining events and structures in North, South and Central America, with particular attention paid to indigenous peoples and the nature of indigenous leadership in the colonial world of the 18th century. (Gallup-Diaz, Division I or III)

**267. Philadelphia, 1763-Present**  
(Shore, Division I or III)

**272. Early China: Material, Social and Philosophical Cultures**  
(Nylan, Division I; cross-listed as East Asian Studies 272 and Political Science 272) *Not offered in 2001-02.*

**273. Historians, Visionaries and Statesmen in China**  
(Nylan, Division III; cross-listed as East Asian Studies 273 and Political Science 273) *Not offered in 2001-02.*

**275. Asian Megacities** (Nylan; Division I; cross-listed as East Asian Studies 275 and Growth and Structure of Cities 275) *Not offered in 2001-02.*

**276. Vietnam, China and the United States** (Nylan, Division I; cross-listed as East Asian Studies 276 and Political Science 276) *Not offered in 2001-02.*

**293. Myth and Ritual in Traditional China** (Nylan, Division III; cross-listed as East Asian Studies 293) *Not offered in 2001-02.*

**303, 304. Topics in American History** (Ullman) *Not offered in 2001-02.*

**305. Livy and the Conquest of the Mediterranean** (Scott; cross-listed as Greek, Latin and Classical Studies 305) *Not offered in 2001-02.*

**318, 319. Topics in Modern European History**  
Topics include: Facism; National Socialism and German Society; Marxism and History; Socialist Movements and Socialist Ideas. (Caplan, Division I or III) *Not offered in 2001-02.*

**325. Topics in Social History**  
Topics include: Disease and American Society; Immigration and History. (Shore, Ullman, Division I or III) *Not offered in 2001-02.*

**337. West African Social History: Witchcraft Ideology, Fears and Accusations/Trials**  
The course will deal with witchcraft, not as an isolated phenomenon but in the framework of the transformation of West African societies under the pressure of capitalism (both merchant and industrial), colonial rule, Westernization and urbanization. (Ngalamulume, Division I or III) *Not offered in 2001-02.*

**339. Atlantic Crossings: The Making of the African Diaspora, 1450-1800**  
The course provides an examination of the complex interplay of cultural, political and economic forces that combined in shaping the African Diaspora in the Americas. (Gallup-Diaz, Division I or III)

**349. Topics in Comparative History** (Kale, Division I or III) *Not offered in 2001-02.*



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**353. East Asian Notions of Time and Space: Garden, House and City**

(Nylan; cross-listed as East Asian Studies 353 and Growth and Structure of Cities 353) *Not offered in 2001-02.*

**355. Topics in the History of London Since the 18th Century**

(Cast, Division I or III; cross-listed as Growth and Structure of Cities 355 and History of Art 355)

*Not offered in 2001-02.*

**357. Topics in Imperial History**

Topics include: Contest for Empire; Indians of the Americas; Reform and Revolutions; and This Sporting Life.

(Gallup-Diaz, Kale, Division I or III)

**368, 369. Topics in Medieval History**

Topic for semester I: Homosexuality.

Topic for semester II: Music. (Powell, Division III) *Not offered in 2001-02.*

**391, 392. Topics in European Women's and Gender History**

Topic for 2001-02: The Regulation of Sexuality in Victorian Britain. (Caplan, Division III)

**395. Exploring History**

An intensive introduction to theory and interpretation in history. Enrollment is limited to senior history majors. (staff, Division I or III)

**398. Senior Thesis** (staff, Division I or III)

**403. Supervised Work**

Optional independent study, which requires permission of the instructor and the major adviser.

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## History of Art

*Professors:*

Steven Z. Levine, *Chair*

David J. Cast, (on leave, 2001-02)

Dale Kinney

Barbara Miller Lane

Gridley McKim-Smith

*Associate Professor:*

Christiane Hertel

*Assistant Professor:*

Lisa Saltzman, *Major Adviser*

*Lecturers:*

Martha Easton

Suzanne Spain

The curriculum in history of art is focused on methods of interpretation and the construction of an historical context for works of art. Special subject concentrations include the history of architecture, European painting and sculpture, and western art historiography. Majors are encouraged to study abroad for a semester, and to supplement courses taken in this department with courses in art history offered at Swarthmore College and the University of Pennsylvania.

**Major Requirements**

The major requires 10 units, approved by the major adviser, in the following distribution: one or two 100-level courses, four or five 200-level courses, two 300-level courses, and senior conference (398-399). Courses are distributed over the following chronological divisions: Antiquity, Middle Ages, Renaissance, Baroque, Modern (including American) and Contemporary. With approval of the major adviser, units in fine arts, film studies or another subject to which visual representation is central may be substi-

tuted for one or more of the 200-level courses listed below; similarly, units of art history taken abroad or at another institution in the United States may be substituted upon approval.

A senior paper, based on independent research and using scholarly methods of historical and/or critical interpretation, must be submitted at the end of the spring semester.

### **Honors**

Seniors whose major average at the beginning of the spring semester is 3.7 or higher will be invited to write an honors thesis instead of the senior paper.

### **Minor Requirements**

A minor in history of art requires six units: one or two 100-level courses and four or five others selected in consultation with the major adviser.

### **103-108. Critical Approaches to Visual Representation**

These small seminars (limited enrollment of 20 students per class) introduce the fundamental skills and critical vocabulary of art history in the context of thematic categories of artistic expression. All seminars follow the same schedule of writing assignments and examinations, and are geared to students with no or minimal background in history of art.

#### **103. Icons and Idols**

A study of potent imagery in Judaeo-Christian culture from late antiquity to modern times, with consideration of the Greco-Roman background and non-Western alternatives. (Kinney, Division III)

#### **104. The Classical Tradition**

An investigation of the historical and philosophical ideas of the classical, with

particular attention to the Italian Renaissance and the continuance of its formulations throughout the Westernized world. (Cast, Division III)

#### **105. Poetry and Politics in Landscape Art**

An introduction to the representation and perception of nature in different visual media, with attention to such issues as nature and utopia; nature and violence; natural freedom; and the femininity of nature. (Hertel, Division III)

#### **106. Realisms from Caravaggio to Virtual Reality**

A study of perceptions and definitions of reality and of the relation of the verisimilar to power, discourse and gender, with emphasis on controversies of the 16th and 17th centuries. (McKim-Smith, Division III). *Not offered in 2001-02.*

#### **107. Self and Other in the Arts of France, 1500-2000**

A study of artists' self-representations in the context of the philosophy and psychology of their time, with particular attention to issues of political patronage, gender and class, power and desire. (Levine, Division III)

#### **108. Women, Feminism and History of Art**

An investigation of the history of art since the Renaissance organized around the practice of women artists, the representation of women in art and the visual economy of the gaze. (Saltzman, Division III)

#### **190. The Form of the City** (Hein, Division III; cross-listed as Growth and Structure of Cities 190)

#### **205. Introduction to Film** (Kahana, Division III; cross-listed as English 205)

## **210. Medieval Art**

An overview of artistic production in Europe and the Near East from the end of antiquity to the 14th century, focused on the characteristic art forms of Europe, Byzantium and early Islam. Special attention to problems of interpretation and recent developments in art-historical scholarship. (Kinney, Division III)

## **212. Medieval Architecture**

A survey of medieval building types, including churches, mosques, synagogues, palaces, castles and government structures, from the fourth through the 14th centuries in Europe, the British Isles and the Near East. Special attention to regional differences and interrelations, the relation of design to use, the respective roles of builders and patrons. (Kinney, Division III; cross-listed as Growth and Structure of Cities 212)

## **230. Renaissance Art**

A survey of painting in Florence and Rome in the 15th and 16th centuries (Giotto, Masaccio, Botticelli, Leonardo, Michelangelo, Raphael), with particular attention to contemporary intellectual, social and religious developments. (Cast, Division III) *Not offered in 2001-02.*

## **237. Northern Renaissance**

An introduction to painting, graphic arts and sculpture in Germany in the first half of the 16th century, with emphasis on the influence of the Protestant Reformation on the visual arts. Artists studied include Altdorfer, Cranach, Dürer, Grünewald, Holbein and Riemenschneider. (Hertel, Division III) *Not offered in 2001-02.*

## **241. Art of the Spanish-Speaking World**

A study of painting and sculpture in Spain from 1492 to the early-19th century,

with emphasis on such artists as El Greco, Velázquez, Zurbarán, Goya and the polychrome sculptors. As relevant, commentary is made on Latin America and the Spanish world's complex heritage, with its contacts with Islam, Northern Europe and pre-Columbian cultures. Continuities and disjunctions within these diverse traditions as they evolve both in Spain and the Americas are noted, and issues of canon formation and national identity are raised. (McKim-Smith, Division III)

## **245. Dutch Art of the 17th Century**

A survey of painting in the Northern Netherlands with emphasis on such issues as Calvinism, civic organization, colonialism, the scientific revolution, popular culture and nationalism. Attention is given to various approaches to the study of Dutch painting; to its inherited classification into portrait, still life, history, scenes of social life, landscape and architectural paintings; and to the oeuvres of some individual artists, notably Vermeer and Rembrandt. (Hertel, Division III)

## **249. Seventeenth- and 18th-Century Art in France.**

Close attention is selectively given to the work of Poussin, Le Brun, Watteau, Chardin, Boucher, Fragonard, Greuze and David. Extensive readings in art criticism are required. (Levine, Division III)

## **250. Nineteenth-Century Painting in France**

Close attention is selectively given to the work of David, Ingres, Géricault, Delacroix, Courbet, Manet, Monet, Degas and Cézanne. Extensive readings in art criticism are required. (Levine, Division III) *Not offered in 2001-02.*



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**251. Twentieth-Century Art**

Close attention is selectively given to the work of Gauguin, Matisse, Picasso, Kandinsky, Malevich, Mondrian, Duchamp and Dali. Extensive readings in art criticism are required. (Levine, Division III) *Not offered in 2001-02.*

**253. Survey of Western Architecture**

The major traditions in Western architecture are illustrated through detailed analysis of selected examples from classical antiquity to the present. The course deals with the evolution of architectural design and building technology, as well as with the larger intellectual, aesthetic and social context in which this evolution occurred. (Cast, Hein, Division III; cross-listed as Growth and Structure of Cities 253) *Not offered in 2001-02.*

**254. History of Modern Architecture**

(Cohen, Division III; cross-listed as Growth and Structure of Cities 254)

**255. Survey of American Architecture**

(Cohen, Division III; cross-listed as Growth and Structure of Cities 255)  
*Not offered in 2001-02.*

**260. Modern Art and Abstraction**

An inquiry into the history of the visual culture of European and American modernism through an exploration of art history, art criticism and art theory. Against the dominant and paradigmatic narrative and theory of modernism, the course introduces and uses materials aimed at their critique. (Saltzman, Division III)  
*Not offered in 2001-02.*

**261. Postmodernism and Visual Culture**

An examination of the emergence of postmodernism as a visual and theoretic

cal practice. Emphasizing the American context, the course traces at once developments within art practice and the implications of critical theory for the study, theory and practice of visual representation. (Saltzman, Division III; cross-listed as Growth and Structure of Cities 261)

*Note: 300-level courses are seminars offering discussion of theoretical or historical texts and/or the opportunity for original research.*

**300. Methodological and Critical Approaches to Art History**

A survey of traditional and contemporary approaches to the history of art. A critical analysis of a problem in art historical methodology is required as a term paper. (Levine) *Not offered in 2001-02.*

**303. Art and Technology**

A consideration of the technological examination of paintings. While studying the appropriate aspects of technology — such as the infrared vidicon, the radiograph and autoradiograph, analysis of pigment samples and pigment cross-sections — students are also encouraged to approach the laboratory in a spirit of creative scrutiny. Raw data neither ask nor answer questions, and it remains the province of the students to shape meaningful questions and answers. Students become acquainted with the technology involved in examining paintings and are encouraged to find fresh applications for available technology in answering art historical questions. (McKim-Smith, Division III) *Not offered in 2001-02.*

**306. Film Theory** (Kahana; cross-listed as English 306)



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**310. Medieval Art in American Collections**

A research seminar on objects in regional collections (Philadelphia, New York, Baltimore.) Attention to questions posed by the physical qualities of works of art: materials, production techniques, stylistic signatures; to issues of museum acquisition and display; and to iconography and historical context. (Kinney)  
*Not offered in 2001-02.*

**311. Topics in Medieval Art (staff)**

**323. Topics in Renaissance Art**

Selected subjects in Italian art from painting, sculpture and architecture between the years 1400 and 1600. (Cast; cross-listed as Growth and Structure of Cities 323) *Not offered in 2001-02.*

**340. Topics in Baroque Art: Spanish and Latin American Art (McKim-Smith, Division III)**

**345. Topics in Northern Baroque Art**  
Topics include monographic and thematic approaches to the study of Dutch art within the parameters of History of Art 245. Examples: Rembrandt and Rubens, genre painting and the question of genre, Dutch art in American collections. (Hertel, Division III)  
*Not offered in 2001-02.*

**348. Topics in German Art: Vienna 1900**  
(Hertel, Meyer; cross-listed as German and German Studies 321 and Growth and Structure of Cities 319)

**350. Topics in Modern Art** (Levine, Division III) *Not offered in 2001-02.*

**354. Topics in Art Criticism**

Individual topics in art-historical methodology, such as art and psycho-

analysis, feminism, post-structuralism or semiotics are treated. (Levine, Division III; cross-listed as Comparative Literature 354) *Not offered in 2001-02.*

**355. Topics in the History of London**

Selected topics of social, literary and architectural concern in the history of London, emphasizing London since the 18th century. (Cast, Division I or III; cross-listed as Growth and Structure of Cities 355 and History 355)  
*Not offered in 2001-02.*

**377. Topics in the History of Modern Architecture**

Topic for fall 2001: Housing and Dwelling. Topic for spring 2002: Capital Cities. (Hein, Lane, Division III; cross-listed as Growth and Structure of Cities 377)

**380. Topics in Contemporary Art: Visual Culture and the Holocaust**  
(Saltzman, Division III; cross-listed as Hebrew and Judaic Studies 380)

**398. Senior Conference**

A critical review of the discipline of art history in preparation for the senior paper. Required of all majors. (Levine, staff)

**399. Senior Conference**

A seminar for the discussion of senior research papers and such theoretical and historical concerns as may be appropriate to them. Interim oral reports. Required of all majors; culminates in the senior paper. (Hertel, Saltzman)

**403. Supervised Work**

Advanced students may do independent research under the supervision of a faculty member whose special competence coincides with the area of the proposed research. Consent of the supervising faculty member and of the major adviser is required. (staff)

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# International Economic Relations

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## *Coordinator:*

Noel J. J. Farley

The Bryn Mawr program in International Economic Relations was developed in 1980, with the help of funds from the Exxon Education Foundation and the International Paper Foundation, to help prepare students skilled in languages for careers in international business or law. The program combines the study of international finance and economic relations with the study of the language and culture of a specific geographical area, chosen from among the French-, German-, Italian-, Russian- and Spanish-speaking regions of the world. Students in this program usually major in economics or one of the languages, but depending on prior preparation, a student may be able to complete this program while majoring in another subject.

## *Concentration Requirements*

Participants in the program must complete required coursework in both economics and language, as well as meet the program's other requirements:

1. Two 200-level courses in the appropriate language (in special cases, language work done elsewhere, and worked out with a faculty representative of the appropriate language department, is accepted).
2. Economics 105 (or 101 and 102 at Haverford), 206 and 216.

The program also requires participation in one of the designated summer programs for the study of advanced language, area studies and international finance. These programs involve coursework and, in some cases, a work-related

internship. The summer program is normally taken following the junior year, but may be taken at another time if the student has fulfilled the program's other requirements. An interview may be required to make a final determination of the language competency of the student before acceptance in the summer program.

Students interested in this program should consult with Noel Farley as early as possible in their undergraduate career.

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## Italian

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### *Professors:*

Nicholas Patruno, *Chair*

Nancy Dersofi

Nancy J. Vickers

### *Lecturer:*

Titina Caporale

### *Instructor:*

Ute Striker, *at Haverford College*

The aims of the major are to acquire a knowledge of Italian language and literature and an understanding of Italian culture. The Department of Italian also cooperates with the Departments of French and Spanish in the Romance Languages major (see page 271).

### **Major Requirements**

Major requirements in Italian are 10 courses: Italian 101, 102 and eight additional units, at least two of which are to be chosen from the offerings on the 300 level, and no more than two from an allied field. All students must take a course on Dante, one on the Italian Renaissance and one on modern Italian literature. Where courses in translation are offered, students may, with the approval of the department, obtain major credit provided they read the texts in Italian, submit written work in Italian and, when the instructor finds it necessary, meet with the instructor for additional discussion in Italian.

Courses allied to the Italian major include, with departmental approval, all courses for major credit in ancient and modern languages and related courses in archaeology, art history, history, music, philosophy, and political science. Each student's program is planned in consultation with the department.

Students who begin their work in Italian at the 200 level will be exempted from Italian 101 and 102.

### **Honors**

The requirements for honors in Italian are a grade point average of 3.7 in the major and a research paper written at the invitation of the department, either in Senior Conference or in a unit of supervised work.

### **Minor Requirements**

Requirements for the minor in Italian are Italian 101, 102 and four additional units including at least one at the 300 level. With departmental approval, students who begin their work in Italian at the 200 level will be exempted from Italian 101 and 102. For courses in translation, the same conditions for majors in Italian apply.

### **Study Abroad**

Italian majors are encouraged to study in Italy during the junior year in a program approved by the College. The Bryn Mawr/University of Pennsylvania summer program in Florence offers courses for major credit in Italian, or students may study in other approved summer programs in Italy or in the United States. Courses for major credit in Italian may also be taken at the University of Pennsylvania. Students on campus are encouraged to live in the Italian Hall in Haffner and they are expected to make extensive use of the facilities offered by the Language Learning Center.

### **001-002. Elementary Italian**

A practical knowledge of the language is acquired by studying grammar, listening, speaking, writing and reading. Coursework includes the use of the Language Learning Center. Credit will not be given for Italian 001 without completion of Italian 002. The course meets in intensive

(eight hours a week at Bryn Mawr) and non-intensive (six hours a week at Bryn Mawr and Haverford) sections. (Caporale, Dersofi, Patruno, Striker)

### **101, 102. Intermediate Course in the Italian Language**

A review of grammar and readings from Italian authors with topics assigned for composition and discussion; conducted in Italian. The course meets in intensive (four hours a week) and non-intensive (three hours a week) sections. (Caporale, Dersofi, Patruno)

### **200. Advanced Conversation and Composition**

The purpose of this course is to increase fluency in Italian and to facilitate the transition to literature courses. The focus is on spoken Italian and on the appropriate use of idiomatic and everyday expressions. Students will be expected to do intensive and extensive language drills, orally and in the form of written compositions as well as Web-related exercises. Literary material will be used; conducted in Italian. (Patruno)

### **201. Prose and Poetry of Contemporary Italy**

A study of the artistic and cultural developments of pre-Fascist, Fascist and post-Fascist Italy seen through the works of poets such as Ungaretti, Montale and Quasimodo, and through the narratives of Pirandello, Moravia, P. Levi, Silone, Vittorini, Pavese, Ginzburg and others. (Patruno, Division III)

### **203. Italian Theater**

A survey of Italian theater from the Renaissance to the present. Readings include plays by Ruzante, Goldoni, Alfieri, Verga, Pirandello, Dacia Mariani, Natalia Ginzburg and Dario Fo. (Dersofi, Division III)

**205. The Short Story of Modern Italy**  
Examination of the best of Italian short stories from post-unification to today's Italy. In addition to their artistic value, these works will be viewed within the context of related historical and political events. Among the authors to be read are Verga, D'Annunzio, Pirandello, Moravia, Calvino, Buzzati and Ginzburg. (Patruno, Division III) *Not offered in 2001-02.*

### **207. Dante in Translation**

An historical appraisal and critical appreciation of the *Vita Nuova* and the *Divina Commedia*. (Vickers, Division III) *Not offered in 2001-02.*

### **210. Women and Opera**

Explores ways in which opera represents, reflects and influences images of women. Both women singers and the portrayal of women in a group of about 10 operas will be considered. Students wishing major credit in Italian must do appropriate assignments in Italian. (Dersofi, Division III; cross-listed as Comparative Literature 210) *Not offered in 2001-02.*

### **211. Primo Levi, the Holocaust and Its Aftermath**

A consideration, through analysis and appreciation of his major works, of how the horrific experience of the Holocaust awakened in Primo Levi a growing awareness of his Jewish heritage and led him to become one of the dominant voices of that tragic historical event, as well as one of the most original new literary figures of post-World War II Italy. Always in relation to Levi and his works, attention will also be given to other Italian women writers whose works are also connected with the Holocaust. (Patruno, Division III; cross-listed as Comparative Literature 211) *Not offered in 2001-02.*



### **230. Poetics of Desire in the Lyric Poetry of Renaissance Italy and Spain**

A study of the evolution of the love lyric in Italy and Spain during the Renaissance and the Baroque periods. Topics include the representation of women as objects of desire and pre-texts for writing; the self-fashioning and subjectivity of the lyric voice; the conflation and conflict of eroticism and idealism; theories of imitation; parody; and the feminine appropriation of the Petrarchan tradition. Although concentrating on the poetry of Italy and Spain, readings include texts from France, England and Mexico. Students wishing major credit in Italian must do appropriate assignments in Italian. (Dersofi, Quintero, Division III; cross-listed as Comparative Literature 230 and Spanish 230) *Not offered in 2001-02.*

### **301. Dante**

A study of the *Vita Nuova* and *Divina Commedia*, with central focus on *Inferno*. Prerequisite: two years of Italian or the equivalent. (Dersofi, Division III)

### **304. Il Rinascimento**

Topics include courtliness, images of power, epic romance and the lyric voice. Prerequisite: two years of Italian or the equivalent. (Dersofi, Division III)  
*Not offered in 2001-02.*

### **399. Senior Conference**

Under the direction of the instructor, each student prepares a paper on an author or a theme that the student has chosen. This course is open only to senior Italian majors. (Dersofi, Patruno, Vickers)

### **403. Independent Project**

Offered with approval of the department. (staff)

## **Linguistics**

*Coordinator:*

Donna Jo Napoli, at Swarthmore College

Bryn Mawr College students may take advantage of courses offered by the Department of Linguistics at Swarthmore College. Students interested in majoring in linguistics may do so via the Independent Major Program (see pages 65-66). Such students must meet the requirements set by the Independent Major Program at Bryn Mawr.

Linguistics is the study of language. On the most general level it deals with the internal structure of language, the history of the development of language, the information language can give us about the human mind and the roles language plays in influencing the entire spectrum of human activity.

The relevance of linguistics to the disciplines of anthropology, language study, philosophy, psychology and sociology has been recognized for a long time. But recently a knowledge of linguistics has become important to a much wider range of activities in today's world. It is a basic tool in artificial intelligence. It is increasingly a valuable tool in literary analysis. It is fundamental to an understanding of communication skills and cognitive science. And, because the very nature of modern linguistic inquiry is to build arguments for particular analyses, the study of linguistics gives the student finely-honed argumentation skills, which stand in good stead in careers in business, law and other professions where such skills are crucial.

Courses offered at Swarthmore College include the following, plus advanced seminars.

**Comparative Phonology of East Asian Languages** *Fall 2001*

**Discourse Analysis** *Fall 2001*

**Evolution, Culture and Creativity**  
*Fall 2001*

**Experimental Phonetics** *Spring 2002*

**Exploring Acoustics**

*Offered in alternate years.*

**Historical and Comparative Linguistics** *Spring 2002*

**History of the Russian Language**  
*Offered occasionally.*

**Intermediate Syntax and Semantics**  
*Spring 2002*

**Introduction to Classical Chinese**  
*Offered in alternate years.*

**Introduction to Language and Linguistics**  
*Fall 2001 and spring 2002*

**Language and Diversity in the United States** *Fall 2001*

**Language and Meaning**  
*Not offered in 2001-02.*

**Language, Culture and Society**  
*Not offered in 2001-02.*

**Language Policy in the United States**  
*Spring 2002*

**Languages of the World**  
*Not offered in 2001-02.*

**Morphology and the Lexicon**  
*Not offered in 2001-02.*

**Movement and Cognition**  
*Next offered in 2003-04.*

**Old English/History of the Language**  
*Offered in alternate years.*

**Oral and Written Language**  
*Fall 2001*

**Phonetics and Phonology** *Fall 2001*

**Psychology of Language** *Fall 2001*

**Semantics** *Spring 2002*

**Seminar in Phonology: Optimality Theory**

*Not offered in 2001-02.*

**Structure of Navajo**

*Not offered in 2001-02.*

**Structure of American Sign Language**  
*Spring 2002*

**Structure of the Japanese Language**  
*Spring 2002*

**Syntax** *Fall 2001*

**Translation Workshop**

*Offered in alternate years.*

**Writing Systems, Decipherment and Cryptography**

*Not offered in 2001-02.*

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## Mathematics

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### *Professors:*

Frederic Cunningham Jr.

Rhonda J. Hughes, (on leave, 2001-02)

Paul M. Melvin

### *Associate Professors:*

Victor J. Donnay, *Chair*

Helen G. Grundman, (on leave, 2001-02)

Lisa Traynor

### *Lecturers:*

Leslie Cheng

Anne Schwartz

Jean Mastrangeli

### *Instructors:*

Mary Louise Cookson

Peter G. Kasius

### *Affiliated Faculty:*

Deepak Kumar,

(on leave, semester I 2001)

The mathematics curriculum is designed to expose students to a wide spectrum of ideas in modern mathematics, train students in the art of logical reasoning and clear expression, and provide students with an appreciation of the beauty of the subject and of its vast applicability.

### *Major Requirements*

A minimum of 10 semester courses are required for the major, including the six core courses listed below and four electives at or above the 200 level.

#### Core Requirements:

Multivariable Calculus (201)

Linear Algebra (203; H215)

Real Analysis (301/302; H317/318)

Abstract Algebra (303; H333)

Senior Conference (398)

With the exception of Senior Conference, equivalent courses at Haverford or elsewhere may be substituted for Bryn Mawr courses. In consultation with a major adviser, a student may also petition the department to accept courses in fields outside of mathematics as electives if these courses have serious mathematical content appropriate to the student's program.

Math majors are encouraged to complete their core requirements other than Senior Conference by the end of their junior year. Senior Conference must be taken during the senior year. Students considering the possibility of graduate study in mathematics or related fields are urged to go well beyond the minimum requirements of the major. In such cases, a suitable program of study should be designed with the advice of a major adviser.

### *Honors*

A degree with honors in mathematics will be awarded by the department to students who complete the major in mathematics and also meet the following further requirements: at least two additional semesters of work at the 300 level or above (this includes Supervised Work 403), completion of a meritorious project consisting of a written thesis and an oral presentation of the thesis, and a major grade point average of at least 3.6, calculated at the end of the senior year.

### *Minor Requirements*

The minor requires five courses in mathematics at the 200 level or higher, of which at least two must be at the 300 level or higher.

### *Advanced Placement*

Students entering with a 4 or 5 on the Calculus AB advanced placement test

will be given credit for Math 101 and should enroll in Math 102 as their first mathematics course. Students entering with a 4 or 5 on the Calculus BC advanced placement test will be given credit for Math 101 and 102, and should enroll in Math 201 as their first mathematics course. A placement exam is also offered by the department for entering students desiring further advice on choosing appropriate courses to take.

### ***A.B./M.A. Program***

For students entering with advanced placement credits it is possible to earn both the A.B. and M.A. degrees in an integrated program in four or five years. See also page 19 for a description of the 3-2 Program in Engineering and Applied Science, offered in cooperation with the University of Pennsylvania, for earning both an A.B. at Bryn Mawr and an engineering degree at Penn.

### ***Suggested Electives***

Below are some general guidelines for the selection of electives for students who wish to pursue a program focused in either pure or applied mathematics.

#### ***Pure Mathematics Focus***

Strongly recommended:

Transition to Higher Mathematics (206)

Differential Equations with

Applications (210; H204)

Abstract Algebra, semester II (304;  
H334)

Topology (312; H335)

Functions of Complex Variables (322)

Select additional courses from:

Introduction to Topology and Geometry  
(221)

Partial Differential Equations (311)

Topology, semester II (313; H336)

Functions of Complex Variables, semester II (323)

Number Theory (290, 390)

Chaotic Dynamical Systems (351)

#### ***Applied Mathematics Focus***

Strongly recommended:

Theory of Probability with Applications  
(205; H218)

Differential Equations with Applications  
(210; H204)

Partial Differential Equations (311)

Select additional courses from:

Statistical Methods and Their Applications (H203)

Linear Optimization and Game Theory  
(H210)

Discrete Mathematics (231)

Applied Mathematics (308)

Functions of Complex Variables (322)

Chaotic Dynamical Systems (351)

Students interested in pursuing graduate study or careers in economics, business or finance should consider taking 205, 210, 301 and 311, and at least one of 308, H203 or H210. Also strongly recommended is Introduction to Computer Science (Computer Science 110), even though it would not count toward the mathematics major. These students might also consider a minor in economics and should consult the economics department chair as early as possible, ideally during the spring of sophomore year.

For students who wish to pursue a more computational major, the Discrete Mathematics course (231) is highly recommended. In addition, certain computer science courses will be accepted as electives, including Analysis of Algorithms (H340), Theory of Computation (H345), and Advanced Topics in Discrete Mathematics and Computer Science (H394). These courses may count toward



a computer science minor as well; see the computer science listings on page 130.

Students in the Calculus sequence need a grade of 2.0 or better to continue with the next course.

### **001. Fundamentals of Mathematics**

Basic techniques of algebra, analytic geometry, graphing and trigonometry for students who need to improve these skills before entering other courses that use them, both inside and outside mathematics. Placement in this course is by advice of the department and permission of the instructor. (staff)

### **101, 102. Calculus with Analytic Geometry**

Differentiation and integration of algebraic and elementary transcendental functions, with the necessary elements of analytic geometry and trigonometry; the fundamental theorem, its role in theory and applications, methods of integration, applications of the definite integral, infinite series. May include a computer lab component. Prerequisite: math readiness or permission of the instructor. (staff, Division II or Quantitative Skills)

### **104. Elements of Probability and Statistics**

Basic concepts and applications of probability theory and statistics, including finite sample spaces, permutations and combinations, random variables, expected value, variance, conditional probability, hypothesis testing, linear regression and correlation. The computer is used; prior knowledge of a computer language is not required. This course may not be taken after any other statistics course. Prerequisite: math readiness or permission of instructor. (staff, Quantitative Skills)

### **201. Multivariable Calculus**

Vectors and geometry in two and three dimensions, partial derivatives, extremal problems, double and triple integrals, line and surface integrals, Green's and Stokes' Theorems. May include a computer lab component. Prerequisite: Mathematics 102 or permission of instructor. (staff, Division II or Quantitative Skills)

### **203. Linear Algebra**

Matrices and systems of linear equations, vector spaces and linear transformations, determinants, eigenvalues and eigenvectors, inner product spaces and quadratic forms. May include a computer lab component. Prerequisite: Mathematics 102 or permission of instructor. (staff, Division II or Quantitative Skills)

### **205. Theory of Probability with Applications**

Random variables, probability distributions on  $\mathbb{R}^n$ , limit theorems, random processes. Prerequisite: Mathematics 201. (Division II or Quantitative Skills)

### **206. Transition to Higher Mathematics**

An introduction to higher mathematics with a focus on proof writing. Topics include active reading of mathematics, constructing appropriate examples, problem solving, logical reasoning and communication of mathematics through proofs. Students will develop skills while exploring key concepts from algebra, analysis, topology and other advanced fields. Corequisite: Mathematics 203; not open to students who have had a 300-level math course. (Cheng, Division II or Quantitative Skills)

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### **210. Differential Equations with Applications**

Ordinary differential equations, including general first-order equations, linear equations of higher order and systems of equations, via numerical, geometrical and analytic methods. Applications to physics, biology and economics. Corequisite: Math 201 or Math 203. (Donnay, Division II or Quantitative Skills)

### **221. Introduction to Topology and Geometry**

An introduction to the ideas of topology and geometry through the study of knots and surfaces in 3-dimensional space. The course content may vary from year to year, but will generally include some historical perspectives and some discussion of connections with the natural and life sciences. Corequisite: Mathematics 201 or 203. (Division II or Quantitative Skills) *Not offered in 2001-02.*

### **231. Discrete Mathematics**

An introduction to discrete mathematics with strong applications to computer science. Topics include set theory, functions and relations, propositional logic, proof techniques, recursion, counting techniques, difference equations, graphs and trees. (Weaver, Division II or Quantitative Skills; cross-listed as Computer Science 231 and General Studies 231)

### **290. Elementary Number Theory**

Properties of the integers, divisibility, primality and factorization, congruences, Chinese remainder theorem, multiplicative functions, quadratic residues and quadratic reciprocity, continued fractions, and applications to computer science and cryptography. Prerequisite: Mathematics 102. (Division II or Quantitative Skills) *Not offered in 2001-02.*

### **301, 302. Introduction to Real Analysis**

The real number system, elements of set theory and topology, continuous functions, uniform convergence, the Riemann integral, power series, Fourier series and other limit processes. Prerequisite: Mathematics 201. (Traynor, Mastrangeli, Division II or Quantitative Skills)

### **303, 304. Abstract Algebra**

Groups, rings, fields and their morphisms. Prerequisite: Mathematics 203. (Melvin, Division II or Quantitative Skills)

### **308. Applied Mathematics**

Prerequisites: Mathematics 201 and 203 (or equivalent) or permission of instructor. (staff, Division II or Quantitative Skills) *Not offered in 2001-02.*

### **311. Partial Differential Equations**

Heat and wave equations on bounded and unbounded domains, Laplace's equation, Fourier series and the Fourier transform, qualitative behavior of solutions, computational methods. Applications to the physical and life sciences. Prerequisite: Mathematics 301 or permission of instructor. (Hughes, Division II or Quantitative Skills) *Not offered in 2001-02.*

### **312, 313. Topology**

General topology (topological spaces, continuity, compactness, connectedness, quotient spaces), the fundamental group and covering spaces. Introduction to geometric topology (classification of surfaces, manifolds) and algebraic topology (homotopy theory, homology and cohomology theory, duality on manifolds). Prerequisites: Mathematics 201 and 203, or permission of instructor. (Melvin, Division II or Quantitative Skills)

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**322, 323. Functions of Complex Variables**

Analytic functions, Cauchy's theorem, Laurent series, calculus of residues, conformal mappings, Moebius transformations, infinite products, entire functions, Riemann mapping theorem, Picard's theorem. Prerequisite: Mathematics 301 or permission of instructor. (Division II or Quantitative Skills)

*Not offered in 2001-02.*

**351. Chaotic Dynamical Systems**

Topics chosen from among Cantor set, periodic points of a map, chaotic maps on the interval, period doubling, symbolic dynamics, maps on a circle and torus, Mandelbrot set, fractals and Julia sets, and applied examples of dynamical systems. Prerequisites: Mathematics 201, 203 or permission of instructor. Corequisite: Mathematics 301. (Donnay, Division II or Quantitative Skills)

**390. Number Theory**

Algebraic number fields and rings of integers, quadratic and cyclotomic fields, norm and trace, ideal theory, factorization and prime decomposition, lattices and the geometry of algebraic integers, class numbers and ideal class groups, computational methods, Dirichlet's unit theorem. Prerequisite: Mathematics 303 or permission of instructor. (Division II or Quantitative Skills)

*Not offered in 2001-02.*

**398, 399. Senior Conference**

A seminar for seniors majoring in mathematics. Topics vary from year to year. (Cheng, Cunningham)

**403. Supervised Work (staff)****405. Supervised Teaching (staff)**

Haverford College currently offers the following courses in mathematics:

**103b. Introduction to Probability and Statistics****113a. Calculus I****114. Calculus II****120a. Accelerated Calculus****121. Calculus III****204b. Differential Equations****215a. Linear Algebra****216b. Advanced Calculus****317a. Analysis I****318b. Analysis II****333. Algebra I/II****390a. Advanced Topics in Algebra and Geometry****399. Senior Seminar**

# Music

## At Haverford College

*Professors:*

Curt Cacioppo, *Chair*

Richard Freedman, (on leave, 2001-02)

*Associate Professor:*

Ingrid Arauco

*Assistant Professors:*

Heidi Jacob, *Director of the Haverford-Bryn Mawr Orchestral Program*

Thomas Lloyd, *Director of the Haverford-Bryn Mawr Choral Program*

*Visiting Instructor:*

Christine Cacioppo

The music curriculum is designed to deepen understanding of musical form and expression through development of skills in composition and performance joined with analysis of musical works and their place in various cultures. A major in music provides a foundation for further study leading to a career in music.

The Theory and Composition Program stresses proficiency in aural, keyboard and vocal skills, and written harmony and counterpoint. Composition following important historical models and experimentation with contemporary styles are emphasized.

The Musicology Program, which emphasizes European, North American and Asian traditions, considers music in the rich context of its social, religious and aesthetic surroundings.

The Performance program offers opportunities to participate in the Haverford-Bryn Mawr Chamber Singers, Chorale, Orchestra and ensembles formed within the context of Haverford's Chamber Music program. Students can receive academic credit for participating

in these ensembles (Music 102, 214, 215, 216 and 219) and can receive credit for Private Study (Music 217) in voice or their chosen instrument.

*Major Requirements*

1. Theory-Composition: 203a, 204b, 303a
2. Musicology: two courses chosen from 221a, 222b, 223a or 224b.
3. Three electives in music chosen from 207a or b, 221a, 222b, 223a, 224b, 227a, 228a, 250a or b, 265b, 266b, 304b, or 403a or b.
4. Performance: participation in a department-sponsored performance group is required for at least one year. Music 217f, i instrumental or vocal private study for one year. Continuing ensemble participation and instrumental or vocal private study are strongly urged.
5. Senior project: a demonstration of focused achievement in one or more of the three principal areas of the Music curriculum (Theory-Composition, Performance, Musicology). Project topics must receive Music faculty approval no later than September 30 of the student's senior year. During the fall of the senior year, the student will meet regularly with a member of the Music faculty who has agreed to serve as adviser for the project. Together they will work out a clear schedule for the timely completion of research, composition or rehearsal according to the needs of the project. During the spring term, the student will enroll in Music 480, the grade for which will reflect a combination of the quality of the final project (recital, composition or research) and the consistent effort brought to bear



in its production. Sometime in the spring term (probably during March or April) students will offer a public presentation on some aspect of their projects. The quality of their presentation, too, will figure in the grade for the senior project.

6. Majors are expected to attend the majority of department-sponsored concerts, lectures and colloquia.

### ***Honors***

Departmental honors or high honors will be awarded on the basis of superior work in music courses combined with exceptional accomplishment in the senior project.

### ***Minor Requirements***

1. Theory-Composition: 203a and 204b.
2. Musicology: two courses chosen from 221a, 222b, 223a or 224b.
3. One elective chosen from 207a or b, courses not already taken to fulfill the Musicology requirement, 228a or b, 250a or b, 265b, 266b, 303a, 304b, or 403a or b.
4. Music 217f, i instrumental or vocal private study or department ensemble participation for one year. Continuing ensemble participation and instrumental or vocal private study are strongly urged.

Substitutions for Haverford College courses in fulfillment of the major or minor in music must be approved in advance by the Music Department.

### ***Special Programs and Funds***

The Magill Concert Series presents distinguished and emerging performers in public concerts, master classes, lecture-demonstrations, reading sessions and informal encounters. Featured artists this season will be Native American flutist

Mary Youngblood, the Cuarteto Latino-Americano, pianist Charles Abramovic, violinist Arnold Steinhardt, the Network for New Music and the American String Quartet.

The William Heartt Reese Music Fund was established in 1977 to honor William Heartt Reese, professor of music and conductor of the Glee Club and Orchestra at Haverford from 1947 to 1975. The Fund supports applied music lessons for students enrolled in the department's Private Study Program.

The John H. Davison '51 Fund for Student Composers supports new works by student composers. The fund recognizes Davison's 40 years of teaching and musical creativity at Haverford.

The Orpheus Prize is awarded for exceptional achievement in the practice of tonal harmony.

The Kessinger Family Fund for Asian Performing Arts sponsors performances and lecture-demonstrations that enrich Haverford's cross-cultural programs. Since its inception in 1997, the fund has sponsored visits by artists representing traditions of South, Central and East Asia and Indonesia.

## **THEORY AND COMPOSITION**

### **110a. Musicianship**

Intensive introduction to the notational and theoretical materials of music, complemented by work in sight-singing and keyboard harmony. Discussion of musical forms and techniques of melody writing and harmonization; short projects in composition. (Arauco, Division III)

### **203a. Tonal Harmony I**

The harmonic vocabulary and compositional techniques of Bach, Haydn, Mozart, Beethoven, Schubert and others

Emphasis is on composing melodies, constructing phrases and harmonizing in four parts. Composition of Minuet and Trio or other homophonic pieces is the final project. Three class hours plus laboratory period covering related aural and keyboard harmony skills. Prerequisite: Music 110. (Aracuo, Division III)

#### **204b. Tonal Harmony II**

An extension of Music 203 concentrating on chorale harmonization and construction of more complex phrases; a composition such as original theme and variations as final project. Three class hours plus laboratory period covering related aural and keyboard harmony skills. Prerequisite: Music 203. (Curt Cacioppo, Division III)

#### **265b. Symphonic Technique and Tradition**

Study and practice of the techniques of orchestration from Baroque through modern times with close examination of masterpieces from the symphonic tradition. Development of individual instruments, evolution of the orchestra, notation, clefs, transposition, timbre, range, effects, doubling, reduction, transcription, composition for large instrumental ensemble. Prerequisite: Music 203. (Curt Cacioppo, Division III)

#### **266b. Composition**

An introduction to the art of composition through weekly assignments designed to invite creative, individual responses to a variety of musical ideas. Scoring for various instruments and ensembles, and experimentation with harmony, form, notation and text setting. Weekly performance of student pieces; end-of-semester recital. Prerequisite: Music 203 or permission of instructor. (Arauco, Division III) *Not offered in 2001-02*

#### **303a. Advanced Tonal Harmony**

An introduction to chromatic harmonization; composition in forms such as waltz, nocturne and intermezzo, and exploration of accompaniment textures. Analysis of works by Schumann, Chopin, Brahms, Mendelssohn, Dvorak, Wagner, Liszt, Mahler, Elgar, Strauss and others. Three class hours plus laboratory period covering related aural and keyboard harmony skills. Prerequisite: Music 204. (Curt Cacioppo, Division III)

#### **304b. Counterpoint**

Eighteenth-century contrapuntal techniques and forms with emphasis on the works of J. S. Bach: canon, composition of two-part invention, fugal writing in three parts, chorale prelude and analysis. Three class hours plus laboratory period covering related aural and keyboard harmony skills. Prerequisite: Music 204. (Arauco, Division III)

#### **403b. Seminar in 20th-Century Theory and Practice**

Classic and contemporary 20th-century composers, works and trends with reference to theoretical and aesthetic writings and the broader cultural context. Prerequisite: Music 303. (Arauco, Division III)

### **PERFORMANCE**

#### **102c, f, i. Chorale**

Chorale is a large, mixed chorus that performs major works from the oratorio repertoire with orchestra. Attendance at weekly two-hour rehearsals and dress rehearsals during performance week is required. Prerequisites: audition and permission of instructor. (Lloyd, Division III)

### **107f, i. Introductory Piano**

For students with little or no keyboard experience. Basic reading skills and piano technique; scales, arpeggios and compositions in small forms by Bach, Mozart and others. Enrollment is limited to 16 students. (Christine Cacioppo, Division III)

### **207a, b. Topics in Piano: The World of Chopin**

Combines private lessons and studio/master classes, musical analysis and research questions into performance practice and historical context, and critical examination of sound-recorded sources. Preparation of works of selected composer or style period for end-of-semester class recital is required. Prerequisites: audition and permission of instructor. (Curt Cacioppo, Division III)

### **214c, f, i. Chamber Singers**

Chamber Singers is a 30-voice mixed choir that performs a wide range of mostly a cappella repertoire from the Renaissance to the present day in original languages. Attendance required at three 80-minute rehearsals weekly. Prerequisites: audition and permission of instructor. (Lloyd, Division III)

### **215c, f, i. Chamber Music**

Intensive rehearsal of works for small instrumental groups with supplemental research and listening assigned. Performance is required. The course is available to those who are concurrently studying privately, or who have studied privately immediately prior to the start of the semester. Prerequisites: audition and permission of instructor. (Jacob, Division III)

### **216 c, f, i. Orchestra**

For students participating in the Haverford-Bryn Mawr Orchestra, this course addresses the special musical problems of literature rehearsed and performed during the semester. Prerequisites: audition and permission of instructor. (Jacob, Division III)

### **217 f, i. Vocal or Instrumental Private Study**

To continue beyond the initial semester, the student must have taken or be taking one of the regular Theory offerings (Music 110, 203 or 204) or Musicology offerings (Music 221, 222, 223 or 224). Students should be participating in a departmentally-directed ensemble or activity (e.g., Chorale or Orchestra) as advised by their program supervisor. Private teachers are assigned by the respective program supervisor. All students in the private-study program perform for a faculty jury at the end of the semester. A maximum of two credits of private study may be applied toward graduation. Students assume the cost of their private lessons, but may apply for private-study subsidies at the beginning of each semester's study through the department. Prerequisites: departmental audition and permission of supervisor. (Lloyd, vocal; Jacob, instrumental; Curt Cacioppo, keyboard)

### **219i. Art Song**

Intensive rehearsal of art songs representative of various style periods and languages, with supplemental research and listening assigned. Performance is required. The course is available to those who are concurrently studying privately, or who have studied privately immediately prior to the start of the semester. Prerequisites: audition and permission of instructor. (Lloyd, Division III)



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## MUSICOLOGY

### 111b. Introduction to Western Music

A survey of the European musical tradition from the Middle Ages to modern times. Students will hear music by Monteverdi, Bach, Mozart, Beethoven, Wagner, Stravinsky and Glass, among others, developing both listening skills and an awareness of how music relates to the culture that fosters it. In addition to listening and reading, students will attend concerts and prepare written assignments. (Freedman, Division III)

### 130b. Beethoven

This course will consider Ludwig van Beethoven in his primary role as composer by examining works in different genres from his early, middle and late periods. These will include piano sonatas, piano chamber music, string quartets, concerti, symphonies and his opera *Fidelio*. In addition, Beethoven's debt to earlier composers, his relationship to musical and intellectual contemporaries, and his struggle against deafness will be explored, as well as his pedagogical, political and spiritual dimensions. His impact upon later composers and upon the definition and expectation of the creative artist will be weighed. Along with aural investigations, critical and historical readings will be assigned, as well as Beethoven's own letters, journals, conversation books and the *Heiligenstadt Testament*. (Curt Cacioppo, Division III)  
*Not offered in 2001-02.*

### 221a. Medieval and Renaissance Music

Music of the 12th through 16th centuries, emphasizing changing approaches to composition, notation and expression in works by composers such as Hildegard

von Bingen, Guillaume de Machaut, Josquin Desprez and Orlando di Lasso, among many others. Classroom assignments will consider basic problems raised by the study of early music: questions of style of structure, debates about performance practice, and issues of cultural history. Extensive reading and listening culminating in individual research or performance projects. Prerequisite: Music 110, 111 or permission of instructor. (Freedman, Division III)  
*Not offered in 2000-01.*

### 222b. Baroque Music

Music of the 17th and 18th centuries, with focus on central developments of opera, sacred music and instrumental genres. Through careful study of works by Monteverdi, Lully, Corelli, Handel, Rameau and Bach, students will explore changing approaches to musical style and design, basic problems of performance practice, and how musicologists have sought to understand the place of music in cultural history. Prerequisite: Music 110, 111 or permission of instructor. (Freedman, Division III)

### 223a. Classical Music

The music of Haydn, Mozart, Beethoven and Schubert, among others. Classroom assignments will lead students to explore the origins and development of vocal and instrumental music of the years around 1800, and to consider the ways in which musicologists have approached the study of this repertory. Prerequisite: Music 110, 111 or permission of instructor. (Freedman, Division III)

### 224b. Romantic Music

Music by Chopin, Schumann, Verdi, Wagner, Brahms and Mahler, among others, with special focus on changing



approaches to style of expression and to the aesthetic principles such works articulate. Assignments will allow students to explore individual vocal and instrumental works and will give students a sense of some of the perspectives to be found in the musicological literature on 19th-century music. Prerequisite: Music 110, 111 or permission of instructor.

(Freedman, Division III)

*Not offered in 2001-02.*

### **250a, b. Words and Music**

Under this title, four separate courses are available: The Operas of Verdi and Wagner; Wagner's *Ring* and the Modern World; The Renaissance Text and Its Musical Readers; and Tones, Words and Images. Prerequisite: Any full-credit course in music or permission of instructor. (Curt Cacioppo, Freedman, Division III) *Not offered in 2001-02.*

### **480a, f, b, i. Independent Study**

Prerequisites: approval of department and permission of instructor. (staff)

## **DIVERSE TRADITIONS**

### **149b. Native American Music and Belief**

Through singing, listening and analysis, cultural and political readings, film discussion and guest visits, this course attempts to reveal the diversity, complexity and beauty of representative Native American traditions. It further aims to illuminate the history, past and ongoing, of hostile action taken by mainstream interests against indigenous peoples of North America. (Curt Cacioppo, Division III) *Not offered in 2001-02.*

### **227a. Jazz and the Politics of Culture**

A study of jazz and its social meanings. Starting with an overview of jazz styles and European idioms closely bound to jazz history, the course gives students a basic aural education in musical forms, the process of improvisation and the fabric of musical performance in the context of how assumptions about order and disorder in music reflect deeply felt views about society and culture. Prerequisite: sophomore standing or higher. Enrollment limited to 35 students. (Freedman, Division III)

### **228a, b. Musical Voices of Asia**

The musical traditions of South, East and Central Asia and Indonesia. Extensive discussion of vocal and instrumental genres, approaches to texts and stories, and systems of learning. We will also pay special attention to the place of music in broader cultural and social contexts as a definer of gender or religious identities, as an object of national or political ownership, and in its interaction with Western classical and popular forms. Prerequisite: sophomore standing or higher.

(Freedman, Division III)

*Not offered in 2001-02.*

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## Neural and Behavioral Sciences

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### *Professors:*

Karen F. Greif

Paul Grobstein

Margaret A. Hollyday

Leslie Rescorla

Earl Thomas, *Concentration Adviser for Psychology*

### *Associate Professors:*

Peter D. Brodfuehrer, *Chair of the Undergraduate Neural and Behavioral Sciences Committee, and Concentration Adviser for Biology*

Deepak Kumar,

(on leave, semester I 2001)

### *Assistant Professors:*

Kimberly Wright Cassidy,  
(on leave, semester I 2001)

Wendy F. Sternberg, *Concentration Adviser for Psychology, at Haverford College*

Anjali Thapar,

(on leave, semester I 2001)

The desire to understand human and animal behavior in terms of nervous system structure and function is long standing. Historically, this task has been approached from a variety of disciplines including medicine, biology, psychology and physiology. The field of neuroscience emerged as an interdisciplinary approach, combining techniques and perspectives from these disciplines to yield new insights into the workings of the nervous system and behavior.

The concentration in the neural and behavioral sciences is designed to allow students to pursue a course of studies in behavior and the nervous system across disciplines traditionally represented at Bryn Mawr. The program is currently

administered by the Departments of Biology and Psychology at Bryn Mawr and the Department of Psychology at Haverford College. Students undertaking the concentration must major in one of these three departments.

The concentration consists of two components. Students must satisfy the requirements of the department in which they major, with appropriate modifications related to the concentration (consult departmental advisers listed above). For the concentration itself, students must take a series of courses that represent the background in the neural and behavioral sciences and other sciences common to all approaches to the nervous system and behavior. All students, regardless of major, must fulfill the requirements of the core program.

### *Concentration Requirements*

Core requirements for the concentration are:

1. A minimum of one semester of introductory psychology with laboratory.
2. A minimum of one semester of introductory biology with laboratory.
3. Biology 202 (Neurobiology and Behavior at Bryn Mawr)
4. A minimum of one semester of relevant course work at the 200 level or above, taken outside the major department.
5. Two semesters of senior research (Biology 401, Psychology 401 at Bryn Mawr)
6. Senior Seminar for concentrators (Biology 396, Psychology 396 at Bryn Mawr)
7. At least one advanced course in neural and behavioral sciences chosen (with the approval of the concentration adviser) from the courses listed below.

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Biology at Bryn Mawr

- 271. Developmental Biology
- 303. Animal Physiology
- 304. Cell and Molecular Neurobiology
- 322. Neurochemistry
- 329. Elements of Mathematical Biology
- 336. Evolutionary Biology: Advanced Topics
- 367. Computational Models of Biological Organization

Computer Science at Bryn Mawr

- 372. Introduction to Artificial Intelligence
- 380. Recent Advances in Computer Science

Psychology at Bryn Mawr

- 212. Human Cognition
- 218. Behavioral Neuroscience
- 323. Cognitive Neuroscience: Human Memory
- 350. Developmental Cognitive Disorders
- 351. Developmental Psychopathology
- 395. Psychopharmacology
- 397. Laboratory Methods in the Brain and Behavioral Sciences

Psychology at Haverford

- 217. Biological Psychology
- 221. Primate Origins of Society
- 350. Biopsychology of Stress

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## Peace and Conflict Studies

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Martin Hébert, *Coordinator,*  
*at Haverford College*  
Marc Howard Ross

The goal of the bi-college concentration is to help focus students' coursework around specific areas of interest central to peace and conflict studies.

### *Concentration Requirements*

The concentration is composed of a six-course cluster centering around conflict and cooperation within and between nations. Of these six courses, at least two and no more than three may be in the student's major. The peace and conflict studies concentration draws upon the long-standing interest in war, conflict and peacemaking, and social justice, as well as questions associated with the fields of anthropology, economics, history, political science, social psychology and sociology. It draws on these fields for theoretical understandings of matters such as bargaining, internal causes of conflict, cooperative and competitive strategies of negotiation, intergroup relations and the role of institutions in conflict management.

Students meet with the coordinator in the spring of their sophomore year to work out a plan for the concentration. All concentrators are required to take three core courses: the introductory course, General Programs 111a; either Political Science 206 or General Programs 322b; and Political Science 347. It is advised that concentrators complete at least two of these three courses by the end of their junior year.

Students are required to take three additional courses chosen in consultation with the coordinator, working out a plan

that focuses this second half of their concentration regionally, conceptually or around a particular substantive problem. These courses might include international conflict and resolution; ethnic conflict in general or in a specific region of the world (e.g. South Africa, the Middle East, Northern Ireland); a theoretical approach to the field, such as nonviolence, bargaining or game theory; an applied approach, such as reducing violence among youth, the arts and peacemaking, community mediation or labor relations.

Peace and Conflict Studies courses currently available at Bryn Mawr include:

#### Anthropology

- 206. Conflict and Conflict Management**
- 224. Anthropology of Law**

#### General Studies

- 209. Conflict Resolution in Community Settings**

#### History

- 319. Topics in Modern European History**
- 349. Topics in Comparative History**

#### Political Science

- 141. International Politics**
- 206. Conflict and Conflict Management: A Cross-Cultural Approach**
- 241. The Politics of International Law and Institutions**
- 316. The Politics of Ethnic, Racial and National Groups**
- 347. Advanced Issues in Peace and Conflict Studies**
- 348. Cultural and Ethnic Conflict**
- 358. Political Psychology of Group Identification**

#### Psychology

- 358. Political Psychology of Group Identification**

#### Sociology

- 205. Social Inequality**
- 212. Sociology of Poverty**
- 355. Marginals and Outsiders: The Sociology of Deviance**

Peace and Conflict Studies courses at Haverford include:

#### Anthropology

- 257b. Ethnic Conflict**
- 280a. Indigenous Movements (Meso-America)**
- 320a. Politics and the Imaginary**

#### Biology

- 221a. The Primate Origins of Society**

#### Economics

- 226e. Economic Policy Reform in Developing Countries**
- 232b. Economics and Sociology of Urban Black America**

#### General Programs

- 111a. Peace and Conflict Studies**
- 322b. Field Methods in Peace and Conflict Studies**

#### History

- 284b. A History of North American Indian Peoples**
- 357a. Topics in Modern European History: Nationalism**

#### Philosophy

- 352b. Topics in Philosophy of Language: Metaphor and Meaning**



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**356a. Topics in Social and Political  
Philosophy: Violence of Sexism,  
Racism and the Reasoning of  
Power Politics**

Political Science

**141a. International Politics**

**225a. Mobilization Politics**

**226b. Social Movement Theory**

**232a. Peace Building: Reintegration,  
Reconciliation and  
Reconstruction**

**235a. African Politics, National and  
International**

**236b. Contemporary U.S. Foreign  
Policy, Process and Purpose:  
Africa**

**245a. International Political System**

**246b. The Politics of International  
Institutions**

**253a. Comparative Communal  
Politics: Ethnicity, Religion and  
Nationalism**

Psychology

**220a. Individuals in Groups and  
Society**

Religion

**240b. History and Principles of  
Quakerism**

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## Philosophy

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*Professors:*

Robert J. Dostal

Michael Krausz, *Chair and Major*

*Adviser*

George E. Weaver Jr.

*Assistant Professor:*

Christine M. Koggel

*Lecturer:*

Kenneth Richman

*Affiliated Faculty:*

Deepak Kumar

Stephen G. Salkever

Azade Seyhan

The Department of Philosophy introduces students to some of the most compelling answers to questions of human existence and knowledge. It also grooms students for a variety of fields that require analysis, conceptual precision, argumentative skill, and clarity of thought and expression. These include administration, the arts, business, computer science, health professions, law and social services. The major in philosophy also prepares students for graduate-level study leading to careers in teaching and research in the discipline.

The curriculum focuses on three major areas: the systematic areas of philosophy, such as logic, theory of knowledge, metaphysics, ethics and aesthetics; the history of philosophy through the study of key philosophers and philosophical periods; and the philosophical explication of methods in such domains as art, history, religion and science.

The department is a member of the Greater Philadelphia Philosophy Consortium comprised of 13 member institutions in the Delaware Valley. It sponsors the Conferences on the Philosophy of the

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Human Studies and an annual undergraduate student philosophy conference.

### ***Major Requirements***

Students majoring in philosophy must take a minimum of 10 semester courses and attend the monthly non-credit departmental colloquia. The following five courses are required for the major: the two-semester Historical Introduction (Philosophy 101 and 201); Ethics (221); Theory of Knowledge (211), Metaphysics (212) or Logic (103); and Senior Conference (398). At least three other courses at the 300 level are required. Majors must take one historical course that concentrates on the work of a single philosopher or a period in philosophy.

Philosophy majors are encouraged to supplement their philosophical interests by taking advantage of courses offered in related areas, such as anthropology, history, history of art, languages, literature, mathematics, political science, psychology and sociology.

### ***Honors***

Honors will be awarded by the department based on the senior thesis and other work completed in the department. As well, the Milton C. Nahm Prize in Philosophy is a cash award presented to the graduating senior major whose senior thesis the department judges to be of outstanding caliber. This prize need not be granted every year.

### ***Minor Requirements***

Students may minor in philosophy by taking six courses in the discipline at any level. They must also attend the monthly non-credit departmental colloquia.

### ***Cross-Registration***

Students may take advantage of cross-registration arrangements with Haver-

ford College, Swarthmore College and the University of Pennsylvania. Courses at these institutions may satisfy Bryn Mawr requirements, but students should check with the chair of the department to make sure specific courses meet requirements.

### ***Prerequisites***

No introductory-level course carries a prerequisite. However, all courses on both the intermediate and advanced levels carry prerequisites. Unless stated otherwise in the course description, any introductory course satisfies the prerequisite for an intermediate-level course, and any intermediate course satisfies the prerequisite for an advanced-level course.

#### **101. A Historical Introduction to Philosophy: Greek Philosophy**

What is the fundamental nature of the world? Can we have knowledge about the world and ourselves, and if so, how? What is the good life? In this course, we explore answers to these sorts of metaphysical, epistemological and ethical questions by examining the works of the Presocratics and of the two central Greek philosophers, Plato and Aristotle. (Koggel, Richman, Division III)

#### **102. Introduction to Problems of Philosophy**

Contemporary formulations of certain philosophical problems are examined, such as the nature of knowledge, persons, freedom and determinism, the grounds of rationality, cognitive and moral relativism, and creativity in both science and art. (Krausz, Division III)

*Not offered in 2001-02.*

### **103. Introduction to Logic**

Training in reading and writing proof discourses (i.e., those segments of writing or speech that express deductive reasoning) to gain insight into the nature of logic, the relationship between logic and linguistics, and the place of logic in theory of knowledge. (Weaver, Division III)

### **201. A Historical Introduction to Philosophy: Modern Philosophy**

The development of philosophic thought from Descartes to Nietzsche. (Koggel, Richman, Division III)

### **202. Culture and Interpretation**

A study of methodological and philosophical issues associated with interpreting alternative cultures, including whether ethnocentrism is inevitable, whether alternative cultures are found or imputed, whether interpretation is invariably circular or relativistic, and what counts as a good reason for one cultural interpretation over another. (Krausz, Division III; cross-listed as Comparative Literature 202)

### **203. Formal Semantics**

A study of the adequacy of first-order logic as a component of a theory of linguistic analysis. Grammatical, semantic and proof theoretic inadequacies of first-order logics are examined and various ways of enriching these logics to provide more adequate theories are developed, with special attention to various types of linguistic presuppositions, analyticity, selection restrictions, the question-answer relation, ambiguity and paraphrase. Prerequisite: Philosophy 103. (Weaver, Division III)

*Not offered in 2001-02.*

### **205. Philosophy and Medicine**

This course explores several of the philosophical issues raised by the enterprise of medical science. These issues cross a wide range of philosophical subfields, including the philosophy of science, epistemology, metaphysics and ethics. Topics to be covered include: the nature of health, disease and illness, the epistemology of medical diagnosis, and the relationship between medical science and healthcare ethics.

(Richman, Division III)

### **209. Introduction to Literary Analysis: Philosophical Approaches to Criticism**

(Seyhan, Division III; cross-listed as Comparative Literature 209 and German and German Studies 209)

### **210. Philosophy of Social Science: Introduction to Cultural Analysis**

An examination of the relation between the philosophical theory of relativism and the methodological problems of cross-cultural investigation. Selected anthropological theories of culture are evaluated in terms of their methodological and philosophical assumptions, with attention to questions of empathetic understanding, explanation, evidence and rational assessment. Prerequisite: Anthropology 102 or another introductory course in the social sciences or philosophy, or permission of instructor.

(Krausz, Kilbride, Division I or III; cross-listed as Anthropology 201)

*Not offered in 2001-02.*

### **211. Theory of Knowledge: Relativism and Realism**

What sorts of things are there and what constraints are there in knowing them? Have we access to things as such or are they inevitably filtered through some



conceptual scheme? This course will examine the debate between relativism and absolutism in relation to the debate between realism and antirealism. The course will seek to instill philosophical skills in the critical evaluation of pertinent theories. Readings will include works of Karl Popper, Nelson Goodman, Hilary Putnam, Israel Scheffler, Chanda Gupta and others. (Krausz, Division III)

### **212. Metaphysics**

An examination of the issues that arise when we try to discern the fundamental nature of the world. What does it mean to say that something is real, objective, mind-independent or true? How do we go about deciding whether the world includes values, God, mind, numbers? Is there a reason to regard science's description of the world as depicting the world as it really is? (staff, Division III)

### **221. Ethics**

An introduction to ethics by way of examination of moral theories (such as virtue ethics, utilitarianism, Kant's categorical imperative, relativism and care ethics) and of practical issues (such as abortion, animal rights and equity). (Koggel, Division III)

### **222. Aesthetics: The Nature and Experience of Art**

What sorts of things are works of art, music and literature? Can criticism in the arts be objective? Do such works answer to more than one admissible interpretation? If so, what is to prevent one from sliding into an interpretive anarchism? What is the role of a creator's intentions in fixing upon admissible interpretations? What is the nature of aesthetic experience? Readings will be drawn from contemporary sources from the ana-

lytic and continental traditions. (Krausz, Division III; cross-listed as Comparative Literature 222)

### **228. Western Political Philosophy: Ancient and Early Modern** (Salkever, Division III; cross-listed as Political Science 228)

### **229. Concepts of the Self**

An individual can undergo a variety of changes and survive as the same person, but there are other changes through which an individual cannot persist. Various criteria for the identity of a person through time and change will be discussed. We will also consider problem cases of branching, which suggest a distinction between survival and identity through time. Ethical implications will be explored, as well as issues of method such as whether intuitions regarding problem cases should play a significant role in what conclusions we draw about personal identity. (Richman, Division III)

### **231. Western Political Philosophy (Modern)** (Salkever, Division III; cross-listed as Political Science 231)

### **233. Taoism: The Religion and the Philosophy** (Nylan, Division III; cross-listed as East Asian Studies 233 and History 233) *Not offered in 2001-02.*

### **244. Philosophy and Cognitive Science** Cognitive science is a multidisciplinary approach to the study of human cognition — from the abstract study of concepts of cognition to well-defined empirical research into language and cognition and the specifics of cognitive modeling on computers. Philosophy, linguistics, psychology, computer science and neuroscience are the major contributors to cognitive science. (staff, Division III) *Not offered in 2001-02.*



### **252. Feminist Theory**

An examination of feminist critiques of traditional philosophical conceptions of morality, the self, reason and objectivity; philosophical contributions to issues of concern for feminists, such as the nature of equality, justice and oppression, are studied. Prerequisite: one course in philosophy or permission of instructor.

(Koggel, Division III)

*Not offered in 2001-02.*

### **254. Philosophy of Religion**

The course covers basic issues in philosophy of religion drawing on classical readings as well as contemporary contributions. Highlighted themes include alternative approaches in philosophy of religion; faith and reason; religious language; arguments for the existence of God; relation between morality and religion; religious experience; mysticism; miracle; human destiny; liberation/salvation; life after death; the problem of evil; and religious pluralism. (staff, Division III) *Not offered in 2001-02.*

**300. Nietzsche, Kant, Aristotle: Modes of Practical Philosophy** (Salkever, Division III; cross-listed as Political Science 300)

### **301. Hume**

A close examination of Hume's philosophy, focusing on his psychology and its implications on his epistemology, metaphysics, philosophy of mind and ethics. His views on causation, substance, personal identity, induction, practical reasoning, free will and the basis of moral judgements are considered in detail. How Hume is related to other British and Continental philosophers, and the significance of his views for Kant as well as for a number of philosophical debates, are also examined. (Richman, Division III) *Not offered in 2001-02.*

**306. Origins of Political Philosophy: China and Greece** (Nylan, Salkever, Division III; cross-listed as East Asian Studies 306 and Political Science 306) *Not offered in 2001-02.*

### **310. Philosophy of Science**

An examination of positivistic science and its critics. Topics include the possibility and nature of scientific progress from relativistic perspectives. (Krausz, McCormack, Division III)

*Not offered in 2001-02.*

### **314. Existentialism**

The course examines the philosophical roots and development of existentialism through selected readings (including novels and plays where relevant) in the works of Kierkegaard, Nietzsche, Heidegger, Sartre, Simone de Beauvoir, Camus, Marcel and Jaspers. The focus will be on the main features of the existentialist outlook, including treatments of freedom and choice, the person, subjectivity and intersubjectivity, being, time and authenticity. (staff, Division III)

*Not offered in 2001-02.*

### **316. Philosophy of Mathematics**

Epistemological problems, particularly in reference to mathematical realism, are examined and various solutions are discussed, with emphasis on "structuralist" solutions arising out of modern abstract algebra. Prerequisite: Philosophy 103 or 214. (Weaver)

### **321. Greek Political Philosophy**

(Salkever, Division III; cross-listed as Political Science 320)

*Not offered in 2001-02.*

### **322. Equality Theory**

An examination of various conceptions of equality within the liberal tradition,

beginning with selections from John Rawls' *A Theory of Justice*, and an exploration of some of the key issues concerning views of the self, social relations and justice. The course also looks at critiques of Rawls and liberal theory in general by the communitarians Sandel, Taylor, MacIntyre and Walzer, as well as recent revisions to liberalism by Kymlicka, Rawls and Gutmann. Finally, the course explores some challenges to liberal equality theory in recent feminist discussions of the nature of the self, autonomy, social relations and justice. (Koggel, Division III) *Not offered in 2001-02.*

### **325. Philosophy of Music: The Nature and Experience of Classical Music**

This course will consider philosophical issues pertaining to the ontology of works of music, meaning and understanding of music, emotions and expressiveness of music, music and intentionality, scores in relation to performances, the idea of rightness of interpretation, music and morality, and music in relation to other arts and practices. Examples of works will be provided in class. Prerequisite: a 200-level philosophy course or a course in music, music theory or criticism, or permission of instructor. (Krausz, Division III)

### **327. Political Philosophy in the 20th Century**

Discussion of the major works of two political philosophers who represent two distinct approaches to political philosophy: Hannah Arendt and John Rawls. (Salkever, Division III; cross-listed as Political Science 327)

### **329. Wittgenstein**

Wittgenstein is notable for developing two complete philosophical systems in

his lifetime. In the first, Wittgenstein attempted to show that there is a single common structure underlying all language, thought and being, and that the job of philosophy was to make it clear. In the second, he denied that the idea of such a structure was even coherent and thought that the job of philosophy was to free philosophers from bewitchments due to misunderstandings of ordinary concepts in language. In this later work, *Philosophical Investigations*, he takes the meaning of concepts to be integral to the purposes and practices of people who use language in contexts. While most of the course will be spent looking at his later work, we begin by examining the first system as outlined in the *Tractatus-Logico-Philosophicus*. We then turn to his rejection of his earlier ideas by examining his account of language and, in particular, of meaning as used in the *Philosophical Investigations*. The course will end with an examination of parts of *On Certainty*. (Koggel, Division III)

### **330. Kant**

An examination of central themes of Kant's critical philosophy. (staff, Division III) *Not offered in 2001-02.*

### **338. Phenomenology: Husserl and Heidegger**

A study of the two principal founders of the phenomenological movement of the 20th century. (staff, Division III) *Not offered in 2001-02.*

### **350. Being and Good in Plato and Aristotle**

An exploration of interpretations of being and the role of good in the thought of Plato and Aristotle. (staff, Division III) *Not offered in 2001-02.*

### **352. Feminism and Philosophy**

An investigation of the lessons feminism and philosophy offer one another. The course examines feminist critiques of traditional philosophical conceptions of morality, the self, reason and objectivity; and it studies philosophical contributions to issues of concern for feminists, such as the nature of equality, justice and oppression. Prerequisites: a background in philosophy or political theory and permission of instructor. (Koggel, Division III)  
*Not offered in 2001-02.*

### **372. Introduction to Artificial**

**Intelligence** (Kumar, Division II or Quantitative Skills; cross-listed as Computer Science 372)

### **386. Modern Indian Thought**

A course of reading providing a background for the understanding of contemporary India. The following thinkers will be discussed: Raja Rammohun Ray, Dayananda Sanaswati, Swami Vivekananda, Sri Aurobindo, Rabindranath Tagore, Mahatma Gandhi and S. Radhakrishnan. Selected papers by contemporary philosophers focus on recent issues including women's interests and secularism. (staff, Division III)  
*Not offered in 2001-02.*

### **390. The American Regime: Philosophical Foundations of American Politics**

(Salkever, Division III; cross-listed as Political Science 390)

### **399. Senior Conference**

Senior majors are required to write an undergraduate thesis on an approved topic. The senior conference is the course in which research and writing are directed. Seniors will meet collectively and individually with the supervising instructor. (Koggel)

*The Department of Philosophy sponsors the following General Studies courses. These courses should be of interest to philosophy students as well as students in mathematics and computer science.*

### **213. Introduction to Mathematical Logic**

Equational logics and the equational theories of algebra are used as an introduction to mathematical logic. While the basics of the grammar and deductive systems of these logics are covered, the primary focus is their semantics or model theory. Particular attention is given to those ideas and results that anticipate developments in classical first-order model theory. Prerequisites: Philosophy 103 and Mathematics 231. (Weaver, Division II or Quantitative Skills)

### **215. Introduction to Set Theory: Cardinals and Ordinals**

Study of the theory of cardinal and ordinal numbers in the context of Gödel-Bernays-von Neumann set theory. Topics include equivalents of the axiom of choice and basic results in infinite combinatorics. Prerequisites: Philosophy 103 and Mathematics 231. (Weaver, Division II or Quantitative Skills)

### **303. Advanced Mathematical Logic**

This course develops various advanced topics in the branch of mathematical logic called model theory. Topics include homogeneous models, universal models, saturated and special models, back-and-forth constructions, ultraproducts, the compactness and Lowenheim-Skolem theorems, submodel complete theories, model complete theories, and omega-categorical theories. Prerequisite: General Studies 213 or Haverford Mathematics 237. (Weaver) *Not offered in 2001-02.*

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Haverford College currently offers the following courses in philosophy at the 200 and 300 levels:

- 212b. Aristotle**
- 222b. Early Modern British Philosophy**
- 226b. Nietzsche**
- 228b. The *Logos* and the *Tao***
- 241a. Hindu Philosophy**
- 251a. Philosophy of Mind**
- 252a. Philosophy of Logic and Language**
- 260a. Historical Introduction to Logic**
- 281a. Modern Jewish Thought**
- 301a. Topics in Philosophy of Literature**
- 331b. Topics in Recent Anglo-American Philosophy: Truth**
- 335a. Topics in Modern European Philosophy: Kant and Heidegger**
- 354a. Topics in Metaphysics**
- 353b. Topics in the Philosophy of Language: Metaphor, Meaning and the Dialogical Mind**

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## Physics

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*Professors:*

Alfonso M. Albano, *Major Adviser for the class of '04*

Peter A. Beckmann, *Chair*

*Associate Professor:*

Elizabeth F. McCormack,  
(on leave, 2001-02)

*Assistant Professor:*

Michael W. Noel

*Instructor:*

Matthew J. Rice, *Major Adviser for the class of '02*

*Lecturer and Laboratory Coordinator:*

Juan R. Burciaga, *Major Adviser for the class of '03*

The courses in physics emphasize the concepts and techniques that have led to our present state of understanding of the physical universe. They are designed to relate the individual parts of physics to the whole rather than to treat them as separate disciplines. In the advanced courses, the student applies these concepts and techniques to increasingly independent studies of physical phenomena. Opportunities exist for interdisciplinary work, for participation by qualified majors in research with members of the faculty, and for training in electronics, instrumentation and experimentation, including computer interfacing and programming.

***Required Introductory Courses for the Major and Minor***

The introductory courses required for the physics major and minor are Physics 103, 104 or 101, 102 and Mathematics 101, 102. Advanced placement and credit is given for a score of 4 or 5 on the AP



tests. Alternatively, students may take the departmental advanced placement examinations just prior to or during the first week of classes. Entering students are strongly urged to take departmental placement examinations in physics and mathematics if they had reasonably strong courses in high school. It is best for a student considering a physics major to complete the introductory requirements in the first year. However, it is still possible for a student who completes the introductory sequence by the end of the sophomore year to major in physics.

### *Major Requirements*

Beyond the four introductory physics and mathematics courses, nine additional courses are required for the major. (Haverford courses may be substituted for Bryn Mawr courses where appropriate.) Five of the nine courses are Physics 214, 215, 306 and Mathematics 201, 203. The remaining four courses must be chosen from among the 300-level physics courses, any one course from among Astronomy 305, 320 and 322, or any one course from among Mathematics 303, 312 and 322.

The department has been very successful in preparing students for graduate school in physics, physical chemistry, materials science, engineering and related fields. To be well prepared for graduate school, students should take Physics 302, 303, 308, 309 and 331. These students should also take any additional physics, mathematics and chemistry courses that reflect their interests, and should engage in research with a member of the faculty by taking Physics 403. Note that Physics 403 does not count toward one of the 13 courses required for the major.

Typical plans for a four-year major in physics are listed below.

Four-Year Plan meeting the minimum requirements for the major:

1st Year	Physics 103, 104 Mathematics 101, 102
2nd Year	Physics 214, 215 Mathematics 201, 203
3rd Year	Physics 306 and one (or two) other 300-level physics course(s)
4th Year	Three (or two) other 300-level physics courses

Four-Year Plan providing adequate preparation for graduate school:

1st Year	Physics 103, 104 Mathematics 101, 102
2nd Year	Physics 214, 215 Mathematics 201, 203
3rd Year	Physics 306 and either 303, 309 or 308, 302
4th Year	Physics 331 and either 308, 302 or 303, 309 Physics 403

The physics program at Bryn Mawr allows for a student to major in physics even if the introductory courses are not completed until the end of the sophomore year, as long as calculus is taken in the freshman year. It is also possible, although difficult, for the student majoring in three years to be adequately prepared for graduate school. To do this, the outline below should be supplemented with (at least) Physics 403 in the 4th year.

Three-Year Plan meeting the minimum requirements for the major:

(1st Year	Mathematics 101, 102)
2nd Year	Physics 103, 104 Mathematics 201, 203
3rd Year	Physics 214, 215, 306 and 302 or 331
4th Year	Three 300-level physics courses

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## **Honors**

The A.B. degree may be awarded with honors in physics. The award is based on the quality of original research done by the student and a minimum grade point average. The research must be described in a senior thesis presented to the department. A grade point average of 3.4 or higher in physics and an overall grade point average of at least 3.0, both calculated at the end of the senior year, must be achieved.

## **Minor Requirements**

The requirements for the minor, beyond the introductory sequence, are Physics 214, 215, 306; Mathematics 201; and two additional 300-level physics courses.

### **101. Introductory Physics I**

This is an introductory course on the study of the physical universe. The emphasis is on developing an understanding of how we study the universe, the ideas that have arisen from that study, and on problem solving. Topics typically include classical kinematics and dynamics, special relativity and thermodynamics. Calculus is introduced and used throughout the course. An effective and usable understanding of algebra and trigonometry is assumed. Lecture three hours, laboratory three hours a week. (staff, Division IIL or Quantitative Skills)

### **102. Introductory Physics II**

This course is a continuation of Physics 101. The emphasis is on developing an understanding of how we study the universe, the ideas that have arisen from that study, and on problem solving. Topics typically include electromagnetism, electrical circuits, optics, quantum mechanics and other topics selected from the

physics of the 20th century. Calculus is introduced and used throughout the course. Lecture three hours, laboratory three hours a week. Prerequisite: Physics 101. (staff, Division IIL or Quantitative Skills)

### **103. Foundations of Physics I**

This is an introductory course that seeks to develop physical insight and problem-solving skills as well as an appreciation for the broader conceptual structure of physics. Calculus is used throughout the course. Topics include motion, gravitation, special relativity and thermodynamics. Lecture three hours, laboratory three hours a week. Corequisite: Mathematics 101. (staff, Division IIL or Quantitative Skills)

### **104. Foundations of Physics II**

This course is a continuation of Physics 103. It seeks to develop physical insight and problem-solving skills as well as an appreciation for the broader conceptual structure of physics. Calculus is used throughout the course. Topics include electromagnetism, waves, optics, quantum mechanics and other topics selected from the physics of the 20th century. Lecture three hours, laboratory three hours a week. Prerequisite: Physics 103. Corequisite: Mathematics 102. (staff, Division IIL or Quantitative Skills)

### **107. Conceptual Physics**

This course is an introduction to our modern understanding of the physical universe. Special emphasis is placed on how the laws of physics are inferred and tested, how paradigms are developed and how working principles are extrapolated to new areas of investigation. The systematic, as well as the serendipitous, nature of discoveries is explored. Exam-

ples and illustrations are typically drawn from particle physics, cosmology, nuclear physics, relativity and mechanics. This is a terminal course open to all students who have not taken college-level physics. Lecture three hours, laboratory three hours a week. (staff, Division IIL or Quantitative Skills)

*Not offered in 2001-02.*

#### **214. Modern Physics and Quantum Mechanics**

Survey of particles and fields, experimental origins of quantum theory; Schrödinger's equation, one-dimensional quantum and mechanical problems; classical and quantum mechanical treatments of the harmonic oscillator and motion in an inverse square field; the Hydrogen atom. Lecture three hours, laboratory in modern physics and physical optics three hours a week. Prerequisite: Physics 102 or 104, or permission of instructor. Corequisite: Mathematics 201 or Haverford equivalents. (staff, Division IIL or Quantitative Skills)

#### **215. Special Relativity, Electromagnetism and Particle Physics**

Topics covered in lecture include electro- and magnetostatics, electrodynamics, Maxwell's equations, light and physical optics. Maxwell's theory is used to motivate the study of the special theory of relativity; its impact on Newtonian mechanics is considered. The covariant formalism is introduced. Other fundamental forces of nature and their possible unification are studied. The laboratory covers topics in direct and alternating current, and digital circuitry. Lecture three hours, laboratory three hours a week. Prerequisite: Physics 102 or 104 and Mathematics 201, or Haverford equivalents. (staff, Division IIL or Quantitative Skills)

#### **302. Quantum Mechanics and Applications**

This course presents nonrelativistic quantum mechanics, including Schrödinger's equation, the eigenvalue problem, the measurement process, the hydrogen atom, the harmonic oscillator, angular momentum, spin, the periodic table, time-dependent perturbation theory, and the relationship between quantum and Newtonian mechanics. Lecture and discussion four hours a week. Prerequisites: Physics 214 and 306.

*Alternates between Bryn Mawr and Haverford; 2001-02 at Bryn Mawr*

#### **303. Statistical and Thermal Physics**

This course presents the statistical description of the macroscopic states of classical and quantum systems, including conditions for equilibrium; microcanonical, canonical and grand canonical ensembles; and Bose-Einstein, Fermi-Dirac and Maxwell-Boltzmann statistics. Examples and applications are drawn from thermodynamics, solid state physics, low temperature physics, atomic and molecular physics, and electromagnetic waves. Lecture and discussion four hours a week. Prerequisite: Physics 214. Corequisite: Physics 306.

*Alternates between Bryn Mawr and Haverford; 2001-02 at Haverford.*

#### **305. Advanced Electronics**

This laboratory course is a survey of electronic principles and circuits useful to experimental physicists and engineers. Topics include the design and analysis of circuits using transistors, operational amplifiers, feedback and analog-to-digital conversion. Also covered is the use of electronics for automated control and measurement in experiments, and the interfacing of computers and other data



acquisition instruments to experiments. Laboratory eight hours a week. Prerequisite: Physics 215 or Haverford Physics 213. *Not offered in 2001-02.*

### **306. Mathematical Methods in the Physical Sciences**

This course presents topics in applied mathematics useful to theoretical and experimental physicists, engineers and physical chemists. Topics typically covered include coordinate transformations and tensors, Fourier series, integral transforms, ordinary and partial differential equations, special functions, boundary-value problems, and functions of complex variables. Lecture and discussion four hours a week. Prerequisites: Mathematics 201 and 203.

### **308. Advanced Classical Mechanics**

This course presents kinematics and dynamics of particles and macroscopic systems using Newtonian, Lagrangian and Hamiltonian techniques. Topics include oscillations, normal mode analysis, inverse square laws, non-linear dynamics, rotating rigid bodies and motion in non-inertial reference frames. Lecture and discussion four hours a week. Corequisite: Physics 306.

*Alternates between Bryn Mawr and Haverford; 2001-02 at Bryn Mawr.*

### **309. Advanced Electromagnetic Theory**

This course presents the mathematical structure of classical field theories. Topics include electrostatics and magnetostatics, dielectrics, magnetic materials, electrodynamics, Maxwell's equations, electromagnetic waves and relativity. Examples and applications may also be drawn from superconductivity, plasma physics and radiation theory. Lecture and

discussion four hours a week. Prerequisites: Physics 215 and 306.

*Alternates between Bryn Mawr and Haverford; 2001-02 at Haverford.*

### **322. Solid State Physics**

This course presents the physics of solids. Topics include crystal structure and diffraction; the reciprocal lattice and Brillouin zones; crystal binding; lattice vibrations and normal modes; phonon dispersion; Einstein and Debye models for the specific heat; the free electron model; the Fermi surface; electrons in periodic structures; the Bloch theorem; band structure; semiclassical electron dynamics; semiconductors; magnetic and optical properties of solids; superconductivity; and defects in solids. Lecture and discussion four hours a week. Prerequisites: Physics 303 and 306.

*Alternates between Bryn Mawr and Haverford; 2001-02 at Haverford.*

### **331. Advanced Modern Physics Laboratory**

This laboratory course consists of set-piece experiments as well as directed experimental projects to study a variety of phenomena in atomic, molecular, optical, nuclear and solid state physics. The experiments and projects serve as an introduction to contemporary instrumentation and the experimental techniques used in physics research laboratories in industry and in universities. Laboratory eight hours a week. Prerequisites: Physics 214 and 306. Corequisite: Physics 215.

### **380. Supervised Work in Teaching Physics**

Students will have the opportunity of working with an experienced faculty member as they serve as assistant teachers in a college course in physics. Stu-



dents will participate in a directed study of the literature on teaching and learning pedagogy; participate in constructing and designing the course; and engage in teaching components of the course. Supervised work 12 hours a week. Prerequisites: Physics 103/104 or equivalent, and permission of instructor.

### **390. Supervised Work in a Special Topic**

At the discretion of the department, juniors and seniors may supplement their work in physics with the study of topics not covered in the regular course offerings. Supervised work 12 hours a week.

### **403. Supervised Units of Research**

At the discretion of the department, juniors and seniors may supplement their work in physics with research in one of the faculty research groups. At the discretion of the research supervisor, a written paper and an oral presentation may be required at the end of the semester or year. The available areas of supervised research projects include molecular spectroscopy and dynamics, nonlinear dynamics, condensed matter physics, and physical chemistry. Students are encouraged to contact individual faculty members and the departmental Web pages for further information.

### **COURSES AT HAVERFORD COLLEGE**

Many upper-level physics courses are taught at Haverford and Bryn Mawr in alternate years. These courses (numbered 302, 303, 308, 309 and 322) may be taken interchangeably to satisfy major requirements.

## **Political Science**

### **The Caroline McCormick Slade Department of Political Science**

#### *Professors:*

Michael Nylan, (on leave, 2001-02)  
Marc Howard Ross  
Stephen G. Salkever

#### *Associate Professors:*

Michael H. Allen  
Marissa Martino Golden  
Carol J. Hager, *Chair*

#### *Instructor:*

Joseph Mink

The major in political science aims at developing the reading, writing and thinking skills needed for a critical understanding of the political world. Coursework includes a variety of approaches to the study of politics: historical/interpretive, quantitative/deductive and philosophical. Using these approaches, students examine political life in a variety of contexts from the small-scale neighborhood to the international system, asking questions about the different ways in which humans have addressed the organization of society, the management of conflicts or the organization of power and authority.

### ***Major Requirements***

The major consists of a minimum of 10 courses. Two of these must be chosen from among any of the following entry-level courses: 101, 121, 131, 141, 205, 228 and 231. The major must include work done in two distinct fields. A minimum of three courses must be taken in each field and at least one course in each field must be at the 300 level. In addition, majors take the senior seminar (398) in

the first semester of the senior year and write a senior essay (399) in the second.

Fields are not fixed in advance, but are set by consultation between the student and departmental advisers. The most common fields have been American politics, comparative politics, international politics and political philosophy, but fields have also been established in American history, East Asian studies, environmental studies, Hispanic studies, international economics, political psychology, Russian studies, and women and politics, among others.

Up to three courses from departments other than political science may be accepted for major credit, if in the judgment of the department these courses are an integral part of the student's major plan. This may occur in two ways: an entire field may be drawn from courses in a related department (such as economics or history) or courses taken in related departments will count toward the major if they are closely linked with work the student has done in political science. Ordinarily, courses at the 100 level or other introductory courses taken in related departments may not be used for major credit in political science.

### ***Honors***

Students who have done distinguished work in their courses in the major and who write outstanding senior essays will be considered by the department for departmental honors.

### ***Minor Requirements***

A minor in political science consists of six courses distributed across at least two fields. At least two of the courses must be at the 300 level.

### ***Cross-Registration***

All Haverford political science courses count toward the Bryn Mawr major; courses in related departments at Haverford that are accepted for political science major credit will be considered in the same way as similar courses taken at Bryn Mawr. All Bryn Mawr majors in political science must take at least three courses in political science at Bryn Mawr, not counting Political Science 398 and 399.

#### **101. Introduction to Political Science**

An introduction to various theoretical and empirical approaches to the study of politics with emphasis on three concepts central to political life in all societies: authority, community and conflict. The course examines these concepts in relation to local communities, nations and the international system.

(Ross, Division I)

#### **121. American Politics**

An introduction to the major features and characteristics of the American political system. Features examined include voting and elections; the institutions of government (Congress, the Presidency, courts and the bureaucracy); the policy-making process; and the role of groups (interest groups, women, and ethnic and racial minorities) in the political process. Enrollment is limited to 35 students.

(Golden, Division I)

#### **131. Comparative Government and Politics**

An introduction to the comparative study of political systems. A survey of major questions addressed by comparative approaches such as why authority structures differ across countries; how major issues such as inequality, environmental

degradation and ethno-nationalism arise in different polities; and why governmental responses to those issues differ so widely. Comparisons are made across time and space. Emphasis is placed on institutional, cultural and historical explanations. Enrollment is limited to 35 students. (Hager, Division I)

#### **141. International Politics**

An introduction to international relations, exploring its main subdivisions and theoretical approaches. Phenomena and problems in world politics examined include systems of power management, imperialism, war, cold war, bargaining and peace. Problems and institutions of international economy and international law are also addressed. This course assumes a reasonable knowledge of modern world history. Enrollment is limited to 35 students. (Allen, Division I)

#### **205. Democracy and Social Change** (Hager, Division I)

#### **206. Conflict and Conflict Management: A Cross-Cultural Approach**

A study of how and why societies throughout the world differ in their levels and forms of conflict and methods of settling disputes. Explanations for conflict in and among traditional societies are considered as ways of understanding political conflict and dispute settlement in the United States and other contemporary settings. Prerequisite: one course in political science, anthropology or sociology. (Ross, Division I; cross-listed as Anthropology 206)

#### **220. Constitutional Law**

A consideration of some of the leading cases and controversies in American con-

stitutional law and of the relationship between constitutional law and other aspects of American politics. Enrollment is limited to 35 students. (Albert, Division I)

#### **222. Introduction to Environmental Issues**

An exploration of the ways in which different cultural, economic and political settings have shaped issue emergence and policy making. Consideration is given to the prospects for international cooperation in solving environmental problems. (Hager, Division I; cross-listed as Growth and Structure of Cities 222)

#### **228. Western Political Philosophy: Ancient and Modern**

An introduction to the fundamental problems of political philosophy, especially the relationship between political life and the human good or goods. Readings from Plato, Aristotle, Machiavelli, Hobbes and Rousseau. (staff, Division III; cross-listed as Philosophy 228)

#### **231. Western Political Philosophy (Modern)**

A continuation of Political Science 228, although 228 is not a prerequisite. Particular attention is given to the various ways in which the concept of freedom is used in explaining political life. Readings from Locke, Hegel, J.S. Mill, Marx and Nietzsche. (Salkever, Division III; cross-listed as Philosophy 231)  
*Not offered in 2001-02.*

#### **241. The Politics of International Law and Institutions**

An introduction to international law, which assumes a working knowledge of modern world history and politics since World War II. The origins of modern



international legal norms in philosophy and political necessity are explored, showing the schools of thought to which the understandings of these origins give rise. Significant cases are used to illustrate various principles and problems. Prerequisite: Political Science 141. (Allen, Division I)

#### **243. African and Caribbean Perspectives in World Politics**

This course makes African and Caribbean voices audible as they create or adopt visions of the world that explain their positions and challenges in world politics. Students learn analytical tools useful in understanding other parts of the world. Prerequisite: Political Science 141. (Allen, Division I)

#### **251. Politics and the Mass Media**

A consideration of the mass media as a pervasive fact of U.S. political life and how they influence American politics. Topics include how the media have altered American political institutions and campaigns, how selective attention to particular issues and exclusion of others shape public concerns, and the conditions under which the media directly influence the content of political beliefs and the behavior of citizens. Prerequisite: one course in political science, preferably Political Science 121. (staff, Division I) *Not offered in 2001-02.*

#### **254. Bureaucracy and Democracy**

The federal bureaucracy may well be the most maligned branch of government. This course moves beyond the stereotypes to examine the role of this "fourth branch" in the American political system. The course pays special attention to the bureaucracy's role as an unelected branch in a democratic political system, its role

in the policy process and its relationships with the other branches of government. (Golden, Division I)  
*Not offered in 2001-02.*

**272. Early China: Material, Social and Philosophical Cultures** (Nylan, Division I; cross-listed as East Asian Studies 272 and History 272)  
*Not offered in 2001-02.*

**273. Historians, Visionaries and Statesmen in China** (Nylan, Division III; cross-listed as East Asian Studies 273 and History 273)  
*Not offered in 2001-02.*

**276. Vietnam, China and the United States** (Nylan, Division I; cross-listed as East Asian Studies 276 and History 276)  
*Not offered in 2001-02.*

**284. Modernity and Its Discontents** (staff, Division I or III; cross-listed as Sociology 284) *Not offered in 2001-02.*

**300. Nietzsche, Hume, Aristotle: Modes of Practical Philosophy**  
A study of three important ways of thinking about theory and practice in Western political philosophy. Prerequisites: Political Science 228 and 231, or Philosophy 101 and 201. (Salkever; cross-listed as Philosophy 300)

#### **306. Origins of Political Philosophy: China and Greece**

A consideration of two cases of the emergence of critical and self-reflective public discourse and of the subsequent problem of the relationship between philosophy and political life. Readings from Confucius, Mencius, Chuang tzu, Hsun tzu, the pre-Socratics, Plato, Aristotle, Thucydides. (Nylan, Salkever; cross-list-



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ed as East Asian Studies 306 and Philosophy 306) *Not offered in 2001-02.*

**308. Political Transformation in Eastern and Western Europe: Germany and Its Neighbors**

This course examines the many recent changes in Europe through the lens of German politics. From the two world wars to the Cold War to the East European revolutions of 1989 and the European Union, Germany has played a pivotal role in world politics. We will identify cultural, political and economic factors that have shaped this role and analyze Germany's actions in the broader context of international politics. (Hager; cross-listed as German and German Studies 321) *Not offered in 2001-02.*

**310. Topics in Comparative Politics: Comparative Public Policy**

A comparison of the policy-making process and policy outcomes in a variety of countries. Focusing on particular issues such as environmental, social welfare and industrial policy, we will identify institutional, historical and cultural sources of the differences. We will also examine the growing importance of international-level policymaking and the interplay between international and domestic pressures on policy makers. (Hager) *Not offered in 2001-02.*

**316. The Politics of Ethnic, Racial and National Groups**

An analysis of ethnic, racial and national group cooperation and conflict in a variety of cultural contexts. Particular attention is paid to processes of group identification and definition; the politicization of race, ethnic and national identity; and various patterns of accommodation and

conflict among groups. Prerequisite: two courses in political science, anthropology or sociology, or permission of instructor. (Ross) *Not offered in 2001-02.*

**320. Greek Political Philosophy**

A consideration of major works by Thucydides, Plato and Aristotle, along with readings from the current debate over the relevance of Greek philosophy to philosophy and politics today. (Salkever; cross-listed as Philosophy 321) *Not offered in 2001-02.*

**321. Technology and Politics**

An analysis of the complex role of technology in Western political development in the industrial age. We focus on the implications of technological advance for human emancipation. Discussions of theoretical approaches to technology will be supplemented by case studies illustrating the politics of particular technological issues. Prerequisite: one course in political science or permission of instructor. (Hager) *Not offered in 2001-02.*

**325. New European Social Movements**

Our goal is to understand current changes in the relationship between citizen and state in their historical and political context. We analyze fascism in Germany and communism in Russia along with the dissident groups that arose under each system. We then examine "new social movements" that have formed since the 1960s, including the West European peace movement and Polish Solidarity. These provide a context in which to discuss the transformation of Eastern Europe and the issues that mobilized people in the 1990s, including ethno-nationalism and feminism. We end with a discussion of the possibilities for democratic politics in the new Europe. Prerequisite: one course

in European history, politics or culture, or permission of instructor. (Hager)  
*Not offered in 2001-02.*

**327. Political Philosophy in the 20th Century**

A study of 20th-century extensions of three traditions in Western political philosophy: the adherents of the German and English ideas of freedom and the founders of classical naturalism. Authors read include Hannah Arendt, Jurgen Habermas, John Rawls, Alasdair MacIntyre, Leo Strauss and Iris Murdoch. Topics include the relationship of individual rationality and political authority, the "crisis of modernity," and the relationship between political philosophy and modern science. Prerequisites: Political Science 228 and 231, or Philosophy 101 and 201. (Salkever; cross-listed as Philosophy 327)

**333. The Transformation of American Politics, 1958-1998**

The American political system has changed dramatically over the past 50 years. This seminar examines the ways in which American political institutions and processes have been transformed — by design and by accident — and the causes and consequences of those changes. Special attention will be paid to the effect that these changes have had on the democratic character of the American political system and on its ability to govern. (Golden)

**339. The Policy-Making Process**

This course examines the processes by which we make and implement public policy in the United States, and the institutions and actors involved in those processes. The aim of the course is to increase our understanding of how these

institutions and actors interact at different stages in the policy process and the nature of the policies that result. Examples will be drawn from a range of policy domains including environmental policy and civil rights. (Golden)

**347. Advanced Issues in Peace and Conflict Studies**

An in-depth examination of crucial issues and particular cases of interest to advanced students in peace-and-conflict studies through common readings and student projects. Various important theories of conflict and conflict management are compared and students undertake semester-long field research. The second half of the semester focuses on student research topics with continued exploration of conflict-resolution theories and research methods. Prerequisite: Political Science 206, General Studies 111 (at Haverford), or Political Science 247b (at Haverford). (Hébert)

*Not offered in 2001-02.*

**348. Culture and Ethnic Conflict**

An examination of the role of culture in the origin, escalation and possible peaceful settlement of 15 ethnic conflicts. How culture offers constraints and opportunities to governments and leaders engaged in ethnic conflict and cooperation is explored. Students engage in research projects that address the question of culture and conflict generally; examine one ethnic conflict and its possible resolution in depth; and collaborate with other students in comparison of this case with two others. Prerequisites: two courses in the social sciences. (Ross)

*Not offered in 2001-02.*

### **354. Comparative Social Movements: Power, Protest and Mobilization**

A consideration of the conceptualizations of power and "legitimate" and "illegitimate" participation, the political opportunity structure facing potential protesters, the mobilizing resources available to them and the cultural framing within which these processes occur. Specific attention is paid to recent movements that have occurred both within and across countries, especially the feminist, environmental and peace movements.

(Hager, Karen, Division I; cross-listed as Sociology 354) *Not offered in 2001-02.*

### **358. Political Psychology of Group Identification**

This seminar will explore the common interests of psychologists and political scientists in the phenomena of group identification, intergroup behavior and ethnic conflict. The focus will be identification with ethnic and national groups, with special attention to the ways in which research on small-group dynamics can help us understand identification and conflict for these larger groups. The course will review major theories of group identity and will use several historical and current cases of the successful and unsuccessful development of national identity. Enrollment is limited to 20 students. (Ross, McCauley; cross-listed as Psychology 358)

### **362. Environmental Policy in Comparative Perspective**

An examination of the many facets of international environmental policy making, including governmental, technological, economic, international-legal and geophysical, as well as the diverse participants in environmental debates worldwide. Emphasis is placed on the links

between environmental issues and other important issues of trade, economic inequality and the world distribution of labor. Selected policy areas are analyzed as case studies. Prerequisite: Political Science 222 or 241 (Allen, Hager)  
*Not offered in 2001-02.*

### **390. The American Regime: Philosophical Foundations of American Politics**

A consideration of the debates over the meaning of American politics, focusing on three major controversies: religion and politics, race and politics, and the relationship between polity and economy. Readings for the course are drawn from major texts in American political thought, from leading cases in American constitutional law and from modern commentary, both philosophical and policy-oriented. (Mink; cross-listed as Philosophy 390)

### **391. International Political Economy**

This seminar examines the growing importance of economic issues in world politics and traces the development of the modern world economy from its origins in colonialism and the industrial revolution. Major paradigms in political economy are critically examined. Aspects of and issues in international economic relations such as finance, trade, migration and foreign investment are examined in the light of selected approaches. (Allen)

### **398. Senior Seminar**

Required of senior majors. This course is divided into two parts. During the first eight weeks of the term, department faculty meet weekly with senior majors to discuss core questions of method and epistemology in political science and to consider a few selected examples of out-

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standing work in the discipline. The rest of the term is devoted to individual reading and tutorial instruction in preparation for writing the senior essay. (Golden, Ross, Allen)

**399. Senior Essay** (Allen, Golden, Hager)

**401a, b. Central Texts of the Western Political Tradition**

Prerequisite: permission of instructor (Salkever)

**403. Supervised Work** (staff)

**415. Discussion Leader** (staff)

Haverford College currently offers the following courses in political science:

**121a. American Politics and Its Dynamics**

**123b. American Politics: Difference and Discrimination**

**131a. Comparative Government and Politics**

**141b. International Politics**

**220a. Housing and Community Development**

**223b. American Political Process: The Congress**

**224a. The American Presidency**

**225a. Mobilization Politics**

**226b. Social Movement Theory**

**229a. Latino Politics in the United States**

**232a. Peace Building: Reintegration, Reconciliation and Reconstruction**

**235a. African Politics: National and International**

**237b. Latin American Politics**

**245a. International Political System**

**246b. The Politics of International Institutions**

**251b. Introduction to Political Theory**

**255b. Democratic Theory: Membership, Citizenship and Community**

**391a. Research Seminars Topics**



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## Psychology

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### *Professors:*

Richard C. Gonzalez

Clark R. McCauley

Leslie Rescorla, *Chair and Director of the Child Study Institute*

Earl Thomas

Robert H. Wozniak

### *Assistant Professors:*

Kimberly Wright Cassidy,

(on leave, semester I 2001-02)

Marc Schulz,

(on leave, semester I 2001-02)

Anjali Thapar,

(on leave, semester I 2001-02)

### *Professor of Biology and Psychology:*

Margaret A. Hollyday

### *Lecturers:*

Erika Rossman Behrend

Erica Michael

### *Laboratory Lecturer:*

Paul Neuman

The department offers the student a major program that allows a choice of courses from among a wide variety of fields in psychology: clinical, cognitive, developmental, physiological and social. In addition to the considerable breadth offered, the program encourages the student to focus on more specialized areas through advanced coursework, seminars, and especially through supervised research. Students have found that the major program provides a strong foundation for graduate work in clinical, cognitive, developmental, experimental, physiological and social psychology.

### *Major Requirements*

Major requirements in psychology are either Psychology 101 or 102 (or a one-semester introductory psychology course

taken elsewhere); Psychology 205; five or six courses at the 200-level that survey major content areas of psychological research and have an introductory psychology course as a prerequisite; and three or four courses at the 300 level that have a 200-level survey course as a prerequisite and offer either specialization within a content area or integration across areas.

Students may choose to take either Psychology 101 or 102, or they can elect to take both, as the content areas differ. If a student takes both 101 and 102, the major requires eight additional courses, not including Psychology 205: four 200-level and four 300-level courses, or five 200-level and three 300-level courses.

If a student takes only one of the 100-level courses (101 or 102), the major requires at least nine courses above the 100 level, not including Psychology 205: five 200-level and four 300-level courses, or six 200-level and three 300-level courses. With the exception of Psychology 205, all 200-level courses require Psychology 101 or 102 or the permission of the instructor. Most 300-level courses have 200-level prerequisites (listed below, after the description of each 300-level course). With permission of the department, two semesters of supervised research may be substituted for one 300-level course.

The psychology major requires two courses with a laboratory, one at the 100 level (101 or 102) and one at the 200 or 300 level. If a major elects to take both 101 and 102, a laboratory course at the 200 or 300 level is still required. If a student takes introductory psychology elsewhere and the course has no laboratory, then two laboratory courses can be taken at the 200 or 300 level to fulfill major requirements.

The selection of courses to meet the major requirements is made in consultation with the student's major adviser. It is expected that the student will sample broadly among the diverse fields represented in the curriculum. Courses outside the department may be taken for major credit if they satisfy the above descriptions of 200-level and 300-level courses. Students should contact the department's undergraduate coordinator about major credit for a course outside the department, preferably before taking the course.

### ***Honors***

Departmental honors (called Honors in Research in Psychology) are awarded on the merits of a report of research (the design and execution; and the scholarship exhibited in the writing of a paper based on the research). To be considered for Honors, students must have a grade point average in psychology of 3.4 or higher.

### ***Minor Requirements***

A student may minor in psychology by taking Psychology 101 or 102 and any other five courses that meet the requirements of the major.

### ***Concentration in Neural and Behavioral Sciences***

An interdepartmental concentration in Neural and Behavioral Sciences is available as an option to students majoring in either biology or psychology. Students electing this option must fulfill requirements of both the major and the concentration, which is administered by an interdepartmental committee. Psychology students interested in the concentration in the Neural and Behavioral Sciences should see page 235.

### **101, 102. Experimental Psychology**

Both 101 and 102 present psychology as a natural science and provide a survey of methods, facts and principles relating to basic psychological processes. Topics covered in 101 include neural bases of behavior, learning and motivation, and psychosocial development and abnormal psychology. Topics covered in 102 include human cognition, cognitive development, individual differences and social psychology. Lecture three hours and laboratory four hours a week (for both 101 and 102). (staff, Division IIL)

### **104. Behavior Modification**

This course covers the basic principles of behavior and their relevance and application to clinical problems. The theoretical approach to behavior analysis will be covered to help understand the methods used in clinical practice. Topics may include eating disorders, addictive behavior, autistic behavior, attention deficit hyperactivity disorder, intermittent explosive disorder, self-control and behavioral momentum. Methods for recording, analyzing and presenting data in applied behavior analysis will be covered to prepare students for implementing a behavior program as part of the course. This course provides a Praxis Level I opportunity. (Neuman, Division I)

### **201. Learning Theory and Behavior**

A systematic analysis, in historical perspective, of the major conceptions of the nature of animal intelligence and the data bearing on them, with emphasis on cognitive processes and their evolution. Provides the foundation for further study of intelligence and behavior, particularly as treated in courses on human cognition and behavioral neuroscience. Three lectures, five hours of laboratory a week. (Gonzalez, Division IIL)

### **203. Educational Psychology**

Topics in the psychology of human cognitive, social and affective behavior are examined and related to educational practice. Issues covered include learning theories, memory, attention, thinking, motivation, social/emotional issues in adolescence, and assessment/learning disabilities. This course provides a Praxis Level I opportunity. Classroom observation is required. (staff, Division I)

### **205. Experimental Methods and Statistics**

An introduction to experimental design, general research methodology, and the analysis and interpretation of data. Emphasis will be placed on issues involved with conducting psychological research. Topics include descriptive and inferential statistics, experimental design and validity, analysis of variance, and correlation and regression. Each statistical method will also be executed using computers. Lecture three hours, laboratory 90 minutes a week. (Thapar, Division I or Quantitative)

### **206. Developmental Psychology**

A topical survey of psychological development from infancy through adolescence, focusing on the interaction of personal and environmental factors in the ontogeny of perception, language, cognition and social interactions within the family and with peers. Topics include developmental theories; infant perception; attachment; language development; theory of mind; memory development; peer relations, schools and the family as contexts of development; and identity and the adolescent transition. (Wozniak, Division I)

### **208. Social Psychology**

A survey of theories and data in the study of human social behavior. Special attention to methodological issues of general importance in the conduct and evaluation of research with human subjects. Topics include group dynamics (conformity, leadership, encounter groups, crowd behavior, intergroup conflict); attitude change (consistency theories, attitudes and behavior, mass media persuasion); and person perception (stereotyping, attribution theory, implicit personality theory). Participation in a research project is required. (McCauley, Division I)

### **209. Abnormal Psychology**

An examination of the main psychological disorders manifested by individuals across the lifespan. It begins with a historical overview followed by a review of the major models of psychopathology, including the medical, psychoanalytic, cognitive, behavioral and family systems. Disorders covered include anorexia/bulimia, schizophrenia, substance abuse, depression and anxiety disorders. Topics include symptomatology and classification, theories of etiology, research on prognosis, treatment approaches and studies of treatment effectiveness. Two lectures, one discussion section a week. (Rescorla, Division I)

### **212. Human Cognition**

A survey of the history, theories and data of cognitive psychology. Emphasis is placed on those models and methods that fall within the information-processing approach to human cognition. Topics include perception, object recognition, attention and automaticity, memory, mental representations and knowledge, language and problem solving. Data from laboratory experiments (including



those conducted within the course) and the performance of patients with brain damage are reviewed. Participation in (self-administered) laboratory experiments is mandatory. A research project or paper is also required.

(Michael, Division IIL)

### **218. Behavioral Neuroscience**

An interdisciplinary course on the neurobiological bases of experience and behavior, emphasizing the contribution of the various neurosciences to the understanding of basic problems of psychology. An introduction to the fundamentals of neuroanatomy, neurophysiology and neurochemistry with an emphasis upon synaptic transmission; followed by the application of these principles to an analysis of sensory processes and perception, emotion, motivation, learning and cognition. Lecture three hours a week. (Thomas, Division II)

### **305. Psychological Testing**

Principles of measurement relevant to both experimental and individual differences psychology, with special emphasis on evaluating tests for either research or practical selection problems. Tests considered include intelligence tests (e.g., WAIS, WISC, Stanford-Binet, Raven's Matrices), aptitude tests (e.g., SAT, GRE), and personality tests (e.g., MMPI, NEO, Rorschach). Issues considered include creativity versus intelligence testing, nature versus nurture in IQ scores and effects of base rate in using tests for selection. Prerequisite: Psychology 205. (McCauley)

### **312. History of Modern American Psychology**

An examination of major 20th-century trends in American psychology and their 18th- and 19th-century social and intel-

lectual roots. Topics include physiological and philosophical origins of scientific psychology; growth of American developmental, comparative, social and clinical psychology; and the cognitive revolution. Open only to juniors and seniors majoring in psychology. (Wozniak)  
*Not offered in 2001-02.*

### **323. Cognitive Neuroscience: Exploring the Living Brain**

The field of cognitive neuroscience serves as an interface between cognitive psychology (the study of information processing) and neuroscience (the study of the physical brain). Its goal is to map cognitive functions to neural regions. In this seminar, we will focus on how high-level psychological processes (e.g., attention, memory, language) are organized in the human brain. Special emphasis will be placed on theory and research based on behavioral and cognitive impairments due to brain injury and aging, and how this may inform our view of normal cognitive functions. Prerequisite: Psychology 212 or permission of instructor. (Thapar, Division IIL)

*Not offered in 2001-02.*

### **350. Developmental Cognitive Disorders**

A survey of language disorders, mental retardation, reading disability/dyslexia and other forms of learning disability in children and adolescents. This course uses a developmental and neuropsychological framework to study the various cognitive disorders within the context of the normal development of perception, attention, memory, language, mathematical concepts and reading. Research discussed deals with the assessment, classification, outcome and remediation of the major cognitive disorders manifested by



children and adolescents. Prerequisite: Psychology 206 or 212. (staff)

### **351. Developmental Psychopathology**

An examination of research and theory addressing the origins, progression and consequences of maladaptive functioning in children, adolescents and families. The course will concentrate on several major forms of psychopathology, such as depression and disruptive behavior syndromes, and family-based risk factors for psychopathology such as parenting quality and marital conflict. An important focus of the course is on the identification of risk and protective factors for psychopathology. The course will also examine prevention efforts designed to reduce risks and enhance protective factors. Prerequisite: Psychology 206 or 209 (Schulz)

### **352. Advanced Topics in Developmental Psychology**

This course will provide in-depth study of a major area of developmental psychology (i.e., theory of mind, language acquisition, gender). Class time will involve discussion of theory and research in the topic of focus. In addition, students will gain laboratory research experience using developmental techniques by replicating pre-existing research experiments with children and adults, and by designing and implementing original studies. Prerequisite: Psychology 206 (Cassidy, Division IIL) *Not offered in 2001-02.*

### **353. Advanced Topics in Clinical Developmental Psychology**

This course examines research and theory at the intersection of clinical and developmental psychology. Topics will include emotion and family relationships, stress and psychological or physi-

cal well-being and family research methods. Class will involve discussion of relevant theory and research as well as the design and execution of research projects. Open only to juniors and seniors majoring in psychology. (Schulz)

*Not offered in 2001-02.*

### **358. Political Psychology of Group Identification**

This seminar will explore the common interests of psychologists and political scientists in the phenomena of group identification. The focus will be identification with ethnic and national groups, with special attention to the ways in which research on small-group dynamics can help us understand identification and conflict for these larger groups. The seminar will review major theories of group identity and examine several historical or current cases of successful and unsuccessful development of national identity. Prerequisite: Psychology 208 or two semesters of political science. (McCauley; cross-listed as Political Science 358)

### **395. Psychopharmacology**

A study of the role of drugs in understanding basic brain-behavior relations. Topics include the pharmacological basis of motivation and emotion; pharmacological models of psychopathology; the use of drugs in the treatment of psychiatric disorders such as anxiety, depression and psychosis; and the psychology and pharmacology of drug addiction. Prerequisite: Psychology 218. (Thomas)

### **396. Topics in Neural and Behavioral Science** (staff; cross-listed as Biology 396)

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**397. Laboratory Methods in the Brain and Behavioral Sciences**

An introduction to the elements of electronics necessary for understanding both neuronal functioning and the instruments that measure neuronal functioning. Subsequent lectures and laboratories cover principles of electrical stimulation of the brain, chemical stimulation, lesioning, histology, and recording of single-cell activity and the activity of populations of cells. The emphasis is on correlating neural and behavioral events. Prerequisite: Psychology 218, which may be taken concurrently. (Thomas)

**398. Cognitive Issues in Personality and Social Psychology**

An examination of recent research in relation to issues of social perception (e.g., stereotypes and judgements of members of stereotyped groups), inter-group conflict (e.g., sources of group cohesion and “groupthink”) and identification (e.g., emotional involvement with film characters, possessions and ethnic/national groups). Prerequisite: Psychology 208. (McCauley)

*Not offered in 2001-02.*

**401. Supervised Research in Neural and Behavioral Sciences** (staff; cross-listed as Biology 401)

**403. Supervised Research in Psychology**

Laboratory or field research on a wide variety of topics. Students should consult with faculty members to determine their topic and faculty supervisor. (staff)

Several courses currently offered at Haverford College can be substituted for the equivalent Bryn Mawr courses for purposes of the Bryn Mawr psychology major, as indicated below.

- 103d. Biological Foundations of Behavior (Psychology 101/102)
- 105g. Foundations of Personality (Psychology 101/102)
- 106h. Foundations of Social Behavior (Psychology 101/102)
- 107e. Foundations of Emotion (Psychology 101/102)
- 113b. Introduction to Psychological Statistics (Psychology 205)
- 214a. Psychology of Adolescence (300 level)
- 217b. Biological Psychology (Psychology 218)
- 221a. The Primate Origins of Society (200 level)
- 250b. Biopsychology of Emotion and Personality (200 level)
- 320a. Evolutionary Human Psychology (300 level)

Students should consult with the psychology chair at Bryn Mawr to determine which of the following courses currently offered at Haverford College can count toward the Bryn Mawr psychology major.

- 203e. Research Methods in Biological Psychology
- 204d. Experimental Psychology
- 205h. Personality Assessment
- 206g. Social Cognition
- 225a. Psychology of Close Relationships
- 390a, b. Senior Thesis
- 392a, b. Senior Research Tutorial in Personality
- 393a, b. Senior Research Tutorial in Social Psychology
- 394a, b. Senior Research Tutorial in Biological Psychology
- 395a, b. Senior Research Tutorial in Emotion

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# Religion

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## At Haverford College

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### *Professors:*

John David Dawson

Michael A. Sells

### *Associate Professor:*

Anne M. McGuire, *Chair*

### *Assistant Professors:*

Tracey Hucks

Kenneth Koltun-Fromm

Naomi Koltun-Fromm

The religions of the world are as diverse, complex and fascinating as the individuals, communities and cultures of which they are comprised. Religions propose interpretations of reality and shape very particular forms of life. In so doing, they make use of many aspects of human culture, including art, architecture, literature, music, philosophy and science — as well as countless forms of popular culture and daily behavior. Consequently, the fullest and most rewarding study of religions is interdisciplinary in character, drawing upon approaches and methods from disciplines such as anthropology, comparative literature and literary theory, gender theory, history, philosophy, political science, psychology, and sociology.

The department's overall goal is to enable students to become critically-informed, independent and creative interpreters of some of the religious movements that have decisively shaped human experience. In their coursework, students develop skills in the critical analysis of the texts, images, beliefs and performances of religions. Like other liberal arts majors, the religion major is meant to prepare students for a broad array of

vocational possibilities. Religion majors typically find careers in business, education, law, medicine, ministry and public service (including both religious and secular organizations). Religion majors have also pursued advanced graduate degrees in anthropology, biology, history, Near Eastern studies, political science and religious studies.

For further information, see the departmental Web page (<http://www.haverford.edu/relg/index.html>).

### ***Major Requirements***

Ten courses are required for the major in religion. Three courses (101, 398, 399) are required of all majors. The exact structure of the student's program must be determined in consultation with the major adviser, whom the student chooses from among the regular members of the department. All majors should seek with their advisers to construct a program that achieves breadth in the study of various religious traditions, as well as more advanced study of particular religious traditions and topics in the study of religion.

The major program must satisfy the following requirements:

1. Religion 101. A required one-semester introduction to the study of religion that must be taken before the second semester of the junior year.
2. Junior and Senior Seminar. Religion 398a, Junior Seminar in the Study of Religion and Religion 399b, Senior Seminar and Thesis.
3. At least seven additional half-year courses drawn from among the department's other offerings:
  - a. At least one of these must be a 300-level seminar (in addition to Religion 398-399).
  - b. No more than two 100-level courses in addition to Religion



101 may be included in these additional seven courses for the major.

- c. Where appropriate and relevant to the major's program, two upper-level, nondepartment courses in related areas, including the study of foreign languages, may be counted among the seven additional courses for the major with the approval of the department.

4. At least six courses must be taken in the Haverford Religion department. Students planning to study abroad should construct their programs in advance with the department
5. In some rare cases, students may petition the department for exceptions to the major requirements. Such petitions must be presented to the department in advance.
6. Final evaluation of the major program will consist of written work, including a thesis, and an oral examination completed in the context of the Senior Seminar, Religion 399b.

### **Honors**

Honors and high honors in religion are awarded on the basis of the quality of work in the major and in the Senior Seminar and Thesis (399b).

### **101a, b. Introduction to the Study of Religion**

An introduction to the study of religion from three perspectives: overviews of several religions with classroom discussion of primary sources; cross-cultural features common to many religions; theories of religion and approaches to its study and interpretation.

(staff, Division III)

### **110b. Sacred Texts and Religious Traditions: Hinduism and Islam**

An introduction to Hinduism and Islam through close reading of selected texts in their historical, literary, philosophical and religious contexts. (Sells, Division III) *Not offered in 2001-02.*

### **118b. Hebrew Bible: Literary Text and Historical Context**

The Hebrew Bible, which is fundamental to both Judaism and Christianity, poses several challenges to modern readers. Who wrote it, when and why? What was its significance then — and now? How does one study the Bible from an academic point of view? Using literary, historical, theological and archaeological interpretive tools, this course will address these questions and introduce students to academic biblical studies.

(N. Koltun-Fromm, Division III)

### **120a. Introduction to Jewish Thought**

An introduction to selected thinkers in Jewish history who are both critical and constructive in their interpretations of Jewish texts and traditions. The course examines how readings of the Hebrew Bible generate normative claims about belief, commandment, tradition and identity. Readings may include the Hebrew Bible, Rashi, Maimonides, Spinoza, Heschel and Plaskow. (K. Koltun-Fromm) *Not offered in 2001-02.*

### **121a. Varieties of Judaism in the Ancient World**

From Abraham to Rabbi Judah the Prince, Judaism has been transformed from a local ethnic religious cult to a broad-based, diverse religion. Many outside cultures and civilizations, from the ancient Persians to the Imperial Romans, influenced the Jews and Judaism through



language, culture and political contacts. Absorbing and adapting these various and often opposing influences, the Israelite, and then Jewish, community reinvented itself, often fragmenting into several versions at once. After the destruction of the temple in 70 C.E., one group, the rabbis, gradually came to dominate Jewish life. Why? This course studies the changes and developments that brought about these radical transformations. (N. Koltun-Fromm)

*Not offered in 2001-02.*

### **122b. Introduction to the New Testament**

An introduction to the New Testament and early Christian literature. Special attention will be given to the Jewish origins of the Jesus movement, the development of traditions about Jesus in the earliest Christian communities, and the social contexts and functions of various texts. Readings will include noncanonical writings in addition to the writings of the New Testament canon. (McGuire, Division III) *Not offered in 2001-02.*

### **123b. Introduction to the Classic Texts of Asian Religions**

Classical texts of the Hindu, Buddhist and Taoist traditions with special attention to the Upanishads, the Bhagavad Gita, the Dhammapada, the Vimalakirti Sutra, Lao Tzu, Chuang Tzu and the Platform Sutra. Focus is on close reading of the primary texts, detailed literary analysis and various modes of interpretation. (Sells, Division III)

*Not offered in 2001-02.*

### **124a. Introduction to Christian Thought**

An examination of some central concepts of the Christian faith considered in rela-

tion to one another and with attention to their classic formulations, major historical transformations and recent reformulations under the pressures of modernity and postmodernity. (Dawson, Division III) *Not offered in 2001-02.*

### **125a. Introduction to the History of Religion in America**

An examination of the history of religion in America as it spans several centuries. Each week lectures, readings and discussions will explore the phenomenon of religion within American society. The goal is to introduce students to American religious diversity as well as its impact in the shaping of larger historical and social relationships within the United States. This study of American religion is not meant to be exhaustive and will cover select traditions each semester. (Hucks, Division III) *Not offered in 2001-02.*

### **203b. The Hebrew Bible and Its Interpretations**

This course will critically study select Hebrew Biblical passages (in translation) as well as Jewish and Christian biblical commentaries in order to understand better how Hebrew Biblical texts have been read, interpreted and explained by ancient and modern readers alike. Students will also learn to read the texts critically and begin to form their own understandings of them. (N. Koltun-Fromm, Division III) *Not offered in 2001-02.*

### **204b. Women and Judaism**

Women's roles in Judaism and Jewish life have been defined by the religious precepts and civil laws described in the Bible and interpreted by the rabbis in a patriarchal age. These interpretations have led to an institutionalized hierarchy within the religion, which has limited

women's access to religious ritual and education. Nevertheless, throughout the ages, women have carved out areas for themselves within the Jewish religious, social and political systems as well as fulfilled the roles prescribed to them. In the modern era, however, many women have challenged the institutions that define these roles. This course studies the development of these institutions and the women of Jewish history who have participated in and shaped Jewish religious, social and cultural life. (N. Koltun-Fromm, Division III)  
*Not offered in 2001-02.*

**206b. History and Literature of Early Christianity**  
The history, literature and theology of Christianity from the end of the New-Testament period to the time of Constantine. (McGuire, Division III)  
*Not offered in 2001-02.*

**209a. Anti-Semitism and the Christian Tradition**  
An examination of social, religious and cultural features of Christian anti-Judaism and anti-Semitism. Topics include the representation of Judaism, the Jewish people and the Jewish scriptures in the New Testament and later Christian literature, as well as theoretical models for the analysis of Christian anti-Semitism. (McGuire, Division III)  
*Not offered in 2001-02.*

**215a. The Letters of Paul**  
Close reading of the 13 letters attributed to the apostle Paul and critical examination of the place of Paul in the development of early Christianity. (McGuire, Division III)

**216b. Images of Jesus**  
Critical examination of the varied representations of Jesus from the beginnings of Christianity through contemporary culture. The course focuses primarily on literary sources (canonical and non-canonical gospels; prayers; stories; poems; novels), but artistic, theological, academic and cinematic images of Jesus are also considered. (McGuire, Division III) *Not offered in 2001-02.*

**221a. Women and Gender in Early Christianity**  
An examination of the representations of women and gender in early Christian texts and their significance for contemporary Christianity. Topics include interpretations of Genesis 1-3, images of women and sexuality in early Christian literature, and the roles of women in various Christian communities. (McGuire, Division III)

**222a. Gnosticism**  
The phenomenon of Gnosticism examined through close reading of primary sources, including the recently discovered texts of Nag Hammadi. Topics include the relation of Gnosticism to Greek, Jewish and Christian thought; the variety of Gnostic schools and sects; gender imagery, mythology and other issues in the interpretation of Gnostic texts. (McGuire, Division III)

**231b. Religious Themes in African-American Literature**  
An exploration of African-American literary texts as a basis for religious inquiry. African-American novelists and literary scholars are examined, using their works as a way of understanding black religious traditions and engaging important themes in the study of religion. Authors

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may include Zora Neale Hurston, James Baldwin, Ishmael Reed, Maryse Conde and others. (Hucks, Division III)

**240b. History and Principles of Quakerism**

The Quaker movement in relation to other intellectual and religious movements of its time, and in relation to problems of social reform. The development of dominant Quaker concepts is traced to the present day and critically examined. The course is designed for non-Friends as well as for Friends. The course is open to first-year students with permission of instructor. (Lapsansky, Division III)

**242. African-American Religions in North America**

An investigation of various traditions of the black religious experience from slavery to the present. Religious traditions examined within the course may include slave religion, black Christianity, Gullah religion, Santeria and Islam. The relationship of these religious traditions to American social history as well as how they adapted over space and time are also explored. (Hucks, Division III)

**251a. Comparative Mystical Literature**

Readings in medieval Jewish, Christian and Islamic mystical thought with a focus on the Zohar, Meister Eckhart, the Beguine mystics Hadewijch of Antwerp and Marguerite Porete, and the Sufi Master Ibn' Arabi. The texts are a basis for discussions of comparative mysticism and of the relationship of mysticism to modern critical theories. (Sells, Division III; cross-listed as Comparative Literature 251a)

**255a. Anthropology of Religion** (staff, Division III; cross-listed as Anthropology 255a)

**262a. Islamic Literature and Civilization**

Islam refracted through its diverse cultural expressions (poetic, Sufi, Shar'ia, novelistic, architectural) and through its geographic and ethnic diversity (from Morocco to Indonesia, focusing on Arab and Persian cultures). (Sells, Division III; cross-listed as Comparative Literature 262a)

**263a. The Middle East Love Lyric**

The love lyric of the Middle East within the Arabic, Hebrew, Persian and Turkish traditions. Special attention is also paid to the "remembrance of the beloved" as a cross-cultural symbol from medieval Andalusia to India. Poems are read in modern English translations. (Sells, Division III; cross-listed as Comparative Literature 263a) *Not offered in 2001-02.*

**264b. Islam and the West: Religious and Cultural Dimensions of Conflict**

The use of specific sacred texts to justify violence and exclusion, or to call for interreligious tolerance and in some cases affirmation. The first crusade, the expulsions from Spain of 1492 and 1609, and contemporary conflicts in the Middle East and Bosnia provide historical occasions for investigation. Prerequisite: History 111, a previous course in religion or permission of instructor. This course fulfills Haverford's Social Justice requirement. (Sells, Division III)  
*Not offered in 2001-02.*

**269b. Culture and Religion in Modern Fiction**

The encounter of traditional religious and cultural values with the modern West as



reflected in novels, short stories and folk tales. (Sells, Division III)  
*Not offered in 2001-02.*

**277a. Modern Christian Thought**

The impact of modernity on traditional Christian thought in the West. Readings may include Hume, Kant, Schleiermacher, Hegel, Feuerbach, Nietzsche, Kierkegaard, Barth, Rahner. (Dawson, Division III) *Not offered in 2001-02.*

**278b. Christian Thought from Modernity to Postmodernity**

Twentieth-century Christian thought in the West. Readings may include Barth, Tillich, H. R. Niebuhr, Rahner, von Balthasar, Segundo, Tracey, Frei, McFague, Irigaray, Cone, Lindbeck, Marion and Milbank. (Dawson, Division II)

**279a. Tradition, Identity, Textuality**

A critical analysis of three interrelating themes that inform contemporary studies of religious thought. Notions of tradition, identity and the "text" have all been challenged by contemporary subversions of historical continuity, narrative structure and textual meaning. We will enter the debate by examining readings that undermine these paradigms as well as readings that seek to reconceive tradition, identity and textuality in the face of postmodern attacks. (Dawson, K. Koltun-Fromm, Division III) *Not offered in 2001-02.*

**280a. Ethics and the Good Life**

This course examines how ethical theories, both secular and religious, inform notions of the good life. We begin by tracing the impact of classical conceptions of justice and the good life through close readings from Plato, Aristotle and the tragedians together with medieval and modern accounts that draw heavily

from these sources. We conclude by investigating how some contemporary Christian and Jewish ethical thinkers rely on, revise or subvert the perspectives of classical ethics. (Dawson, K. Koltun-Fromm, Division III)

**281a. Modern Jewish Thought**

Jewish responses to modern philosophy and science that challenge traditional Jewish religious expression and thought. The course examines how Jewish thinkers engage modern debates on historical inquiry, biblical criticism, existentialism, ethics and feminism. Our goal will be to assess those debates and determine how these thinkers construct and defend modern Jewish identity in the face of competing options. Readings may include Spinoza, Mendelssohn, Cohen, Rosenzweig, Heschel, Buber and Adler. (K. Koltun-Fromm, Division III)  
*Not offered in 2001-02.*

**286b. Religion and American Public Life**

The place and role of religion in American public life as reflected and constructed in U.S. Supreme Court rulings on the religion clauses of the First Amendment, ethical and philosophical writings on religion and the liberal tradition of public reason, historical studies of religious and political influences on the formulation of the U.S. Constitution and its subsequent interpretations, and contemporary debates about the public character of theology. (Dawson, Division III)  
*Not offered in 2001-02.*

**330b. Seminar in the Religious History of African-American Women**

An examination of the religious history of African-American women in the United States. Using primary and sec-



ondary texts from the 19th to the 20th centuries, this course will explore the various religious traditions, denominations, sects and religious movements in which African-American women have historically participated. The ways in which specific social conditions such as slavery, migration, racial segregation and class and gender discrimination have historically influenced the religious lives of African-American women are also analyzed. (Hucks, Division III)

**343a, b. Seminar in Religions of Antiquity and Biblical Literature**

Advanced study of a specific topic in the field. The course may be repeated for credit with change of content. Prerequisite: permission of instructor. (McGuire, Division III) *Not offered in 2001-02.*

**348a, b. Seminar in Ancient Judaism**

Advanced study of the development of Judaism from the biblical period to the talmudic period. What constitutes Israelite religion? By what processes does it become rabbinic Judaism? What were its various manifestations along the way? Readings are drawn from the Bible, the Apocrypha, the Dead Sea Scrolls, Hellenistic Jewish literature and rabbinic literature. (N. Koltun-Fromm, Division III) *Not offered in 2001-02.*

**349b. Seminar in Modern Jewish Thought**

Advanced study of a specific topic in the field. May be repeated for credit with change of content. Prerequisite: permission of instructor. (K. Koltun-Fromm, Division III)

**353a, b. Seminar in Islamic Philosophy and Theology**

Selected topics and figures in Islamic philosophy, scholastic theology (kalam) or mystical philosophy. The relation of Islamic philosophy to Greek, Jewish and Indian thought is also discussed. Prerequisite: permission of instructor. (Sells, Division III)

**355a, b. Seminar in Comparative Religion**

Advanced study of a specific topic in the field. May be repeated for credit with change of content. Prerequisite: permission of instructor. (Sells, Division III) *Not offered in 2001-02.*

**360a, b. Seminar in Christian Thought**

Advanced study of a specific topic in the field. May be repeated for credit with change of content. Prerequisite: permission of instructor. (Dawson, Division III) *Not offered in 2001-02.*

**398a. Junior Seminar in the Study of Religion**

Advanced study of approaches, methods and theories in the study of religion. Readings include a representative sample of recent scholarly writing on various religious traditions. (staff, Division III)

**399b. Senior Seminar and Thesis**

Research and writing of the senior thesis in connection with regular meetings with a thesis adviser from the department. Prerequisites: at least six courses in religion, including 101 and 398. (staff)

**480a, b. Independent Study**

Conducted through individual tutorial as an independent reading and research project. (staff)

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## Romance Languages

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### *Coordinators:*

Grace M. Armstrong

Nancy Dersofi

María Cristina Quintero

The Departments of French, Italian and Spanish cooperate in offering a major in Romance languages that requires advanced work in at least two Romance languages and literatures. Additional work in a third language and literature is suggested.

### **Major Requirements**

The requirements for the major are a minimum of nine courses, including the Senior Conference or Senior Essay, described below, in the first language and literature (if Italian is chosen as the first language, only eight courses are required) and six courses in the second language and literature, including the Senior Conference in French. Students should consult with their advisers no later than their sophomore year in order to select courses in the various departments that complement each other.

The following sequence of courses is recommended when the various languages are chosen for primary and secondary concentration, respectively (see the departmental listings for course descriptions).

## First Language and Literature

### *French*

French 101, 102 or 101, 105.

Four courses chosen among:

French 201, 202, 203, 204, 205, 206,  
207, 213, 216, 248, 250 251, 252,  
255 or 299.

French 212 or 260.

Two other courses at the 300 level.

### *Italian*

Italian 101, 102.

Italian 201 or 205.

Italian 207 or 301.

Italian 303 or 304.

Two other literature courses at the 200 or 300 level.

### *Spanish*

Spanish 110 or 120.

Spanish 204 or 206.

Four courses at the 200 level.

Two courses at the 300 level.

## Second Language and Literature

### *French*

French 101, 102 or 101, 105.

Two literature courses at the 200 level.

French 212 or 260.

One other course at the 300 level.

### *Italian*

Italian 101, 102.

Italian 201 or 205.

Italian 207 or 301.

One other literature course at the 200 or 300 level.

### *Spanish*

Spanish 110 or 120.

Spanish 204 or 206.

Two courses at the 200 level.

Two courses at the 300 level.

In addition to the coursework described above, when the first language and literature is Spanish, majors in Romance languages must enroll in Spanish 399 (Senior Essay). When French is chosen as either the first or second language, students must take one semester of the Senior Conference in French in addition to the coursework described above. When Italian is chosen, students must either select an additional literature course in Italian at the 200 or 300 level or take Italian 399, offered in consultation with the department. An oral examination (following the current model in the various departments) may be given in one or both of the two languages, according to the student's preference, and students follow the practice of their principal language as to written examination or thesis.

Interdepartmental courses at the 200 or 300 level are offered from time to time by the cooperating departments. These courses are conducted in English on such comparative Romance topics as epic, romanticism or literary vanguard movements of the 20th century. Students should be able to read texts in two of the languages in the original.

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## Russian

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### *Professors:*

Dan E. Davidson  
George S. Pahomov

### *Professor of History:*

Linda G. Gerstein, *at Haverford College*

### *Visiting Professor:*

Richard Brecht

### *Associate Professor of Economics:*

Vladimir Kontorovich, *at Haverford College*

### *Associate Professor of Russian and Comparative Literature:*

Elizabeth C. Allen, *Chair*

### *Lecturers:*

Marc Boots-Ebenfield  
Ewa M. Golonka  
Camelot Marshall, *Major Adviser*

The Russian major is a multidisciplinary program designed to provide the student with a broad-based understanding of Russian literature, thought and culture. The major places a strong emphasis on the development of functional proficiency in the Russian language. Language study is combined with a specific area of concentration to be selected from the fields of Russian literature, history, economics, language/linguistics or area studies.

### *Major Requirements*

A total of 10 courses is required to complete the major: two in Russian language at the 200 level or above; four in the area of concentration, two at the 200 level and two at the 300 level or above (for the concentration in area studies, the four courses must be in four different fields); three in Russian fields outside the area of concentration; and either Russian 398,

Senior Essay or Russian 399, Senior Conference.

Majors are encouraged to pursue advanced language study in Russia on summer, semester or year-long academic programs. Majors may also take advantage of intensive immersion language courses offered during the summer by the Bryn Mawr Russian Language Institute. Students are encouraged to live in Russian Hall at Haffner and to participate in weekly Russian tables, a brown-bag lecture series and Russian Club.

The senior conference is an interdisciplinary seminar offered in the spring semester. Recent topics have included Pushkin and his times, the decade of the 1920s, and the city of St. Petersburg. In addition, all Russian majors take senior comprehensive examinations that cover the area of concentration and Russian language competence. The exams are administered in late April.

**Honors**

All Russian majors are considered for departmental honors at the end of their senior year. The awarding of honors is based on a student's overall academic record and all work done in the major.

**Minor Requirements**

Students wishing to minor in Russian must complete six units at the 100 level or above, two of which must be in Russian language.

**001-002. Intensive Elementary Russian**

Study of basic grammar and syntax. Fundamental skills in speaking, reading, writing and oral comprehension are developed. Nine hours a week including conversation sections and language laboratory work. Both semesters are required

for credit; three units of credit are awarded upon completion of Russian 002. (Davidson, Marshall, staff)

**101, 102. Intermediate Russian**

Continuing development of fundamental skills with emphasis on vocabulary expansion in speaking and writing. Readings in Russian classics and contemporary works. Seven hours a week. (Golonka, staff)

**201, 202. Advanced Training in Russian Language**

Intensive practice in speaking and writing skills using a variety of modern texts and contemporary films and television. Emphasis on self-expression and a deeper understanding of grammar and syntax. Five hours a week. (Marshall)

**210. Nineteenth-Century Russian Literature in Translation I**

A survey of major works from the first half of the 19th century. Covers narrative poetry, drama, short stories and novels by such authors as Pushkin, Lermontov, Gogol, Dostoevsky, Turgenev and Tolstoy. All readings, lectures and discussions in English. (Allen, Division III)  
*Not offered in 2001-02.*

**211. Nineteenth-Century Russian Literature in Translation II**

A survey of major novels and short stories from the second half of the 19th century, including *Crime and Punishment* and *Anna Karenina*. Works by Turgenev, Chekhov and Bunin are also discussed. All readings, lectures and discussions in English. (Pahomov, Division III)  
*Not offered in 2001-02.*



## **212. The Silver Age of Russian Literature in Translation**

Survey of novels, short stories, plays and poetry associated with the "Silver Age" of Russian literature. Contemporaneous works of dance, music and painting are also examined. Readings include: Bely's *Petersburg*, Chekhov's *The Cherry Orchard* and *Three Sisters*, Gorky's *Mother*, Solgub's *The Petty Demon*, Blok's *The Twelve*, Mayakovsky's "A Cloud in Trousers" and stories by Chekhov, Andreyev and Bunin. All readings, lectures and discussion in English. (Allen, Division III)

## **213. Russian Literature from Revolution to Glasnost in Translation**

Survey of the major trends in Russian literature after the 1917 revolution: revolutionary literature, utopian and ornamental prose, proletarian writings, socialist realism, satire "for the desk drawer," émigré works, records of the purges, World War II, post-Stalinist Thaw and prison camps, and glasnost stories. Readings include Pilnyak's *Naked Year*, Zamyatin's *We*, Olesha's *Envy*, Sholokhov's *Quiet Flows the Don*, Gladkov's *Cement*, Bulgakov's *Master and Margarita*, Akhmatova's "Requiem," Panova's *The Train*, Ginzburg's *Into the Whirlwind*, Pasternak's *Dr. Zhivago*, Solzhenitsyn's *Ivan Denisovich* and stories by Nabokov and Tolstaya. All readings, lectures, and discussion in English. (staff, Division III)

*Not offered in 2001-02.*

## **220. Introduction to Russian Linguistics**

Examines the structure of modern Russian, concentrating on the sound system and word formation. In-depth study of vowel reduction, consonant assimila-

tion and vowel/zero alternation, as well as the historical and contemporary mechanisms of noun, verb and adjective formation. Agreement, gender and related issues are also discussed. No previous knowledge of linguistics is required. Prerequisite: two years of Russian. (Golonka, Division I)  
*Not offered in 2001-02.*

## **235. The Social Dynamics of Russian**

An examination of the social factors that influence the language of Russian conversational speech, including contemporary Russian media (films, television and the Internet). Basic social strategies that structure a conversation are studied, as well as the implications of gender and education on the form and style of discourse. Prerequisites: Russian 201, 202, may be taken concurrently. (Golonka, Division I)

## **254. Russian Culture and Civilization in Translation**

A history of Russian culture — its ideas, its value and belief systems — from the origins to the present that integrates the examination of works of literature, art and music. (Pahomov, Division I or III)

## **260. Russian Women Authors in Translation**

A study of works in various genres, tracing women's contributions throughout the history of Russian literature. An examination of thematic and formal characteristics of works by Catherine the Great, Durova, Kovalevskaia, Akhmatova, Tsvetaeva, Panova, Baranskaia, Tolstaya, and others. All readings and lectures in English. (staff, Division III)  
*Not offered in 2001-02.*

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**261. The Russian Anti-Novel**

A study of 19th- and 20th-century Russian novels focusing on their strategies of opposing or circumventing European literary conventions. Works by Pushkin, Dostoevsky, Tolstoy, Bulgakov and Nabokov are compared to Jane Austen's *Pride and Prejudice* and other exemplars of the Western novelistic tradition. All readings, lectures and discussions in English. (Allen, Division III)

**301, 302. Fourth-Year Russian**

Intensive practice in speaking, reading, writing and oral comprehension. Advanced language training through the study of literary and other texts. (Pahomov)

**310/510. Old Russian**

This advanced undergraduate/graduate seminar introduces students to the language and literary activities of Kyivan Rus (11th-14th century). Students will gain a reading knowledge of Old Church Slavonic and Old Russian sufficient for close reading and analysis of such seminal texts as the earliest translations of the Gospels, the *Primary Chronicle*, Ilarion's *Sermon on Law and Grace*, the legend of Boris and Gleb, and others. The political and cultural background of the period will be addressed. Graduate students will be expected to complete additional assignments. Conducted in Russian and English. (Davidson)

**313, 314. Fifth-Year Russian**

Focuses on stylistic variations in oral and written Russian. Examples drawn from contemporary film, television, journalism, fiction and nonfiction. Emphasis on expansion and refinement of speaking and writing skills. (staff)

*Not offered in 2001-02.*

**350/570. The Acquisition of Russian as a Second Language**

This seminar introduces advanced undergraduate and graduate students to current theoretical and practical issues of Russian second-language acquisition. Topics to be discussed include formal and informal learning, measurement of competencies, standards and assessment issues, and cultural aspects of second-language acquisition. Graduate students will be expected to complete additional assignments. Conducted primarily in Russian. (Davidson)

**380. Seminar in Russian Literature**

An examination of a focused topic in Russian literature such as a particular author, genre, theme or decade. Introduces students to close reading and detailed critical analysis of Russian literature in the original language. Readings in Russian. Some discussions and lectures in Russian. Topic for 2001-02: Chekhov in the Silver Age. Prerequisites: Russian 201 and one 200-level Russian literature course. (Pahomov, Division III)

**398. Senior Essay**

Independent research project designed and conducted under the supervision of a departmental faculty member. May be undertaken in either fall or spring semester of senior year. (staff)

**399. Senior Conference**

Exploration of an interdisciplinary topic in Russian culture. Topic varies from year to year. Requirements may include short papers, oral presentations and examinations. (Marshall)

**403. Supervised Work (staff)**

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The following economics courses currently offered at Bryn Mawr are also of interest to Russian majors:

- 206. International Economics**
- 216. International Finance and Economic Policy**
- 306. Advanced International Economic Policy**

Haverford College currently offers the following courses of interest to Russian majors:

History:

- 245a. Twentieth-Century Russia**

Swarthmore College offers the following courses in Russian of interest to Russian majors:

- 11. The Russian Novel**
- 13. Introduction to Russian Culture**
- 70R. Translation Workshop**
- 114. Seminar: Folklore in Russian Literature**

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## Sociology

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*Professors:*

Judith R. Porter  
Robert E. Washington, *Chair*

*Associate Professors:*

David Karen  
Mary J. Osirim

*Visiting Professor:*

Carole Joffe

The major in sociology provides a general understanding of the structure and functioning of modern society, its major institutions, groups and values, and the interrelations of these with personality and culture. Students examine contemporary social issues and social problems, and the sources of stability, conflict and change in both modern and developing societies. The department offers training in theoretical and qualitative analysis; research design and statistical analysis; and computer-based data processing. It also maintains the Social Science Data Library and Statistical Laboratory.

### *Major Requirements*

Requirements for the major are Sociology 102, 103, 265, 302, Senior Seminar (398, 399), four additional courses in sociology (at least one of which must be at the 300 level) and two courses in sociology or an allied subject. Allied courses are chosen from a list provided by the department.

A major in sociology with a concentration in the field of African-American Studies or in the field of Gender and Society is also available. Students electing these fields must fulfill the major requirements (102, 103, 265, 302, and 398, 399); the core course in the special field (211: African-American Culture

and Community, or 201: The Study of Gender in Society); two 200-level courses in the department and two additional courses in sociology or an allied field, each offering an opportunity for study in the special field; and one additional 300-level course in sociology. The department specifies the allied courses that may be elected in each field. Students should inquire about the possibility of coordinated work with Haverford and Swarthmore Colleges and the University of Pennsylvania.

### **Honors**

Honors in sociology are available to those students who have a grade point average in the major of 3.5 or higher and who produce a paper in a departmental course during senior year that is judged outstanding by the department. Independent research is possible during the senior year for students with a grade point average in the major of 3.0 or higher.

### **Minor Requirements**

Requirements for the minor are Sociology 102, 265, 302 and three additional courses within the department. Minors in the concentrations of African-American Studies and Gender and Society are not available.

### **102. Society, Culture and the Individual**

Analysis of the basic sociological methods, perspectives and concepts used in the study of society, with emphasis on culture, social structure, personality, their component parts and their interrelationship in both traditional and industrial societies. The sources of social tension, order and change are addressed through study of socialization and personality development, mental illness, delinquency and modernization. (Porter, Division I)

### **103. U.S. Social Structure**

Analysis of the structure and dynamics of modern U.S. society. Theoretical and empirical study of statuses and roles, contemporary class relations, the distribution of political power, and racial, ethnic and gender relations in the United States; and stratification in education systems, complex organizations, the labor market and the modern family. (Osirim, Division I)

### **201. The Study of Gender in Society**

The definition of male and female social roles and sociological approaches to the study of gender in the United States, with attention to gender in the economy and work place, the historical origins of the American family, and analysis of class and ethnic differences in gender roles. Of particular interest in this course is the comparative exploration of the experiences of women of color in the United States. (Osirim, Division I)

### **205. Social Inequality**

Introduction to the major sociological theories of gender, racial-ethnic and class inequality with emphasis on the relationships among these forms of stratification in the contemporary United States, including the role of the upper class(es), and inequality between and within families, in the work place and in the educational system. Global stratification is examined as well. (Karen, Division I; cross-listed as Growth and Structure of Cities 205)

### **207. The Nature of Prejudice: Inter-group Relations**

Cultural, structural and personality sources of racial and ethnic prejudice; basic theories of prejudice, attitude change and the response of minority communities illustrated by analysis of



racism and anti-Semitism in cross-cultural perspective. Topics include comparisons of black-white relations in the United States and South Africa; anti-Semitism in the United States and the Soviet Union; the effect of law in racial-ethnic attitudes; sources of change in intergroup relations; and the effect of prejudice on personality, family and educational processes. (Porter, Division I)  
*Not offered in 2001-02.*

### **212. Sociology of Poverty**

Analysis of the causes and effects of poverty in the United States. Topics include trends in poverty and the relationship between poverty, the economy, the political system, the family and educational institutions. The culture-of-poverty approach and government programs for the poor, including current programs, are analyzed. (Porter, Division I)

### **214. Aging and Generational Conflict**

A consideration of the latter stages of the human life cycle, the condition of old age and current policies and programs for older adults. Major areas of analysis: the significance of the age factor in the demographic transformation of American society; the role and status of the elderly as a population group; the social perception of the aging process; the major problems and issues specifically affecting the aged; the major social, psychological, economic, political and physical aspects of the aging process; and the legislative, regulatory and service context pertaining to the field of aging. All are considered in the context of conflict over scarce resources across generations. (Kaye) *Not offered in 2001-02.*

### **215. Challenges and Dilemmas of Diversity: Racial and Ethnic Relations in American Society**

This course will explore the sociological theories of racial/ethnic prejudice, discrimination and conflict; the historical development of racial/ethnic groups in the United States; and current patterns and problems of racial/ethnic relations and the social policies being proposed to resolve those problems. (Washington, Division I) *Not offered in 2001-02.*

### **217. The Family in Social Context**

A consideration of the family as a social institution in the United States, looking at how societal and cultural characteristics and dynamics influence families; how the family reinforces or changes the society in which it is located; and how the family operates as a social organization. Included is an analysis of family roles and social interaction within the family. Major problems related to contemporary families are addressed, such as domestic violence and divorce. Cross-cultural and subcultural variations in the family are considered. (Osirim, Division I) *Not offered in 2001-02.*

### **219. Fieldwork Methods**

This course will introduce students to the sociological tradition of "fieldwork." We will discuss the origins of this method (in the "Chicago School" of sociology), its present status in the discipline of sociology and recent critiques of this method ("critical ethnography") that have come from anthropologists as well as sociologists. We will also address the special affinity fieldwork has had for many attempting to practice "feminist methods" of social research. We will devote particular attention to the special ethical challenges that fieldwork poses with

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respect to the rights of human subjects. Students will design and carry out their own fieldwork projects. (Joffe, Division I)  
*Not offered in 2001-02.*

**225. Women in Society: The Southern Hemisphere**

A study of the contemporary experiences of women of color in the developing world. The household, workplace, community and the nation-state, and the positions of women in the private and public spheres are compared cross-culturally. Topics include feminism, identity politics and self-esteem; and tensions and transitions encountered as nations embark upon development. (Osirim, Division I)

**227. Sports in Society**

Using a sociological, historical and comparative approach, this course examines such issues as the role of the mass media in the transformation of sports; the roles played in sports by race, ethnicity, class and gender; sports as a means of social mobility; sports and socialization; the political economy of sports; and sports and the educational system. (Washington, Karen, Division I)

**228. East African Social, Political, and Cultural Development**

(Kilbride, Washington, Division I; cross-listed as Anthropology 228)

**232. Economics and Sociology of Urban Black America**

A focus on the major social developments of the urban black community from World War I to the 1960s. The historical and sociological foundation needed to understand the problems of unemployment, poverty, instability and crime that plague a significant sector of the

urban black community is provided by tracing the patterns of change in urban black American family organization, occupational structure, social class formations and political forces. (Washington, Dixon, Division I)  
*Not offered in 2001-02.*

**234. The Rise and Fall of Colonialism in Afro- and Latin Caribbean Societies**

Contemporary Caribbean societies evolved from a complex interplay of economic, social, political and religious activities in European colonial powers. As a result of European imperialism in the Caribbean, there still exists a unique blend of African and European (predominantly French, English and Spanish) cultures in the Caribbean. The goal of this course is to explore critically the complex dynamics of the social, cultural, economic, political and religious activities of the Afro- and Latin Caribbean pre- and post-imperial domination. (staff, Division I) *Not offered in 2001-02.*

**240. Political Sociology: Power, Participation and Policy**

An exploration of the ways that politics mediates between the personal troubles of milieu and the public issues of social structure, grounded in an examination of some of the major theoretical approaches to understanding the nature of politics and the interplay between politics and society. Topics include the social bases and social consequences of different political institutions and regimes; the dynamics of political mobilization, participation, conflict and change; and consideration of some important contemporary issues of political controversy and public policy. (staff, Division I)  
*Not offered in 2001-02.*

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### **250. Society and Language**

Language use and attitudes to language users are crucial elements in the analysis of conflict and inequality for every society, regardless of size. Topics include gendered language, adolescent slang, language planning, discourse analysis, conversation, nonstandard languages, bilingual education, legal writing and politically-correct vocabularies. (staff, Division I) *Not offered in 2001-02.*

### **258. Sociology of Education**

Major sociological theories of the relationships between education and society, focusing on the effects of education on inequality in the United States and the historical development of primary, secondary and post-secondary education in the United States. Other topics include education and social selection, testing and tracking, micro- and macro-explanations of differences in educational outcomes, and international comparisons. (Karen, Division I)

### **265. Research Design and Statistical Analysis**

An introduction to the conduct of empirical, especially quantitative, social science inquiry. In consultation with the instructor, students may select research problems to which they apply the research procedures and statistical techniques introduced during the course. Using SPSS, a statistical computer package, students learn techniques such as crosstabular analysis, multiple regression-correlation analysis and factor analysis. (Karen, Division I or Quantitative Skills)

### **284. Modernity and Its Discontents**

An examination of the nature, historical emergence and current prospects of mod-

ern society in the West, seeking to build an integrated analysis of the processes by which this kind of society developed in the course of the 19th and 20th centuries and continues to transform itself. Central themes include the growth and transformations of capitalism; the significance of the democratic and industrial revolutions; the social impact of a market economy; the culture of individualism and its dilemmas; the transformations of intimacy and the family; and mass politics and mass society. Some previous familiarity with modern European and American history and/or some social and political theory is highly recommended. (staff, Division I or III; cross-listed as Political Science 284) *Not offered in 2001-02.*

### **301. Research Practicum in Education**

This course will facilitate students doing their own research in the sociology of education. Using a variety of datasets from the National Center for Education Statistics, we will investigate a range of topics. Possible foci include race, class and gender differences in the educational experience; the effects of tracking, athletic participation and other factors on educational outcomes; and the role of cultural capital in educational achievement. (Karen)

### **302. Social Theory**

An examination of classical and modern theorists selected on the basis of their continuing influence on contemporary sociological thought. Theorists include Marx, Weber, Durkheim, Freud, Lukacs, Gramsci and Parsons. (Washington)

### **309. Sociology of Religion**

An analysis of the relationship between religion and society, emphasizing the connection between religious systems



and secular culture, social structure, social change, secular values and personality systems in cross-cultural perspective. The theories of Marx, Weber, Durkheim and Freud, among others, are applied to analysis of the effect of religion on economic modernization, political nationalism, and social change and stability, and of the effect of social class, secular culture and personality patterns on religion. (Porter)

*Not offered in 2001-02.*

### **310. Sociology of AIDS**

An analysis of major sociological issues related to AIDS, including the social construction of the disease, social epidemiology, the psychosocial experience of illness, public opinion and the media, and the health care system. The implications of political and scientific controversies concerning AIDS will be analyzed, as will the impact of AIDS on the populations most affected in both the United States and Third World countries. Must be taken concurrently with Sociology 315. (Porter)

### **311. Stability and Change in Modern Africa: Comparative Study of Development in Nigeria and Zimbabwe**

This course seeks to engage students in theoretical analysis and decision making around contemporary problems of development in Nigeria and Zimbabwe. After an examination of the major theoretical perspectives in the sociology of development, students apply these theories and assume the role of policy-makers in case discussions focusing on the debt crisis and adoption of structural adjustment policies; education and employment creation in both the formal and informal sectors; and the role of women in development. In addition, through readings and case discussions, this course familiarizes

students with the historical background and some of the macro-sociological issues experienced by these nations, such as British colonialism and the liberation struggle in Zimbabwe, and the military rule and the transition to democracy in Nigeria. These experiences are examined with attention given to gender, racial/ethnic and class cleavages in these societies. (Osirim)

### **313. The Ordeal of Social and Political Transformation in African Societies**

This course will explore the difficulties being experienced in African societies by examining the legacy of colonialism as well as the problems of urbanization and crime, economic stagnation, ethnic conflicts, governance and corruption, health care and population growth, and international relations. Case studies of African or other developing societies that have made significant progress in solving these problems will be examined. (Washington) *Not offered in 2001-02.*

### **315. Sociology of AIDS Internship**

An internship open only to those who are concurrently enrolled in Sociology 310. (Porter, Division I)

### **330. Comparative Economic Sociology: Societies of the North and South**

A comparative study of the production, distribution and consumption of resources in Western and developing societies from a sociological perspective, including analysis of pre-capitalist economic formations and of the modern world system. Topics include the international division of labor, entrepreneurship and the role of the modern corporation. Evidence drawn from the United States, Britain, Nigeria, Brazil and Jamaica. (Osirim) *Not offered in 2001-02.*



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**345. Public Problems, Public Policy: Focus on Gender**

This course will focus on how issues pertaining to gender are negotiated at the policy level. We will pay particular attention to the efforts of the contemporary feminist movement to achieve policy changes and assess the achievements and failures to date of the movement in achieving its agenda. Some of the particular policy areas we will examine include reproductive rights and reproductive health, welfare, childcare and sexual harassment. (Joffe)

**348. Power and Resistance: Conflicts and Debates in Sociology and History**

An examination of how the fields of sociology and history explore the core concepts of power and resistance. How each discipline defines and actually uses the notions of power and resistance is also examined. A variety of social movements, revolutions, fascist regimes and autocratic states are studied to show how each discipline conceptualizes its objects of study and carries out its intellectual project. Prerequisite: at least one course in sociology or history. (Karen, Caplan, Division I or III) *Not offered in 2001-02.*

**349. Social and Political Theory: Freedom, Community and Power in Modernity**

This seminar examines some fundamental approaches to understanding modern society and politics (and the interplay between them) that continue to shape central debates and provide crucial theoretical resources in sociology, comparative politics, political economy, cultural inquiry, and social and political theory. This will involve careful, systematic and critical consideration of the work of such thinkers as Hobbes, Adam Smith, Rousseau, Edmund Burke, Tocqueville, Marx

and Weber. Prerequisite: one course with theoretical content in the social sciences or philosophy, or permission of instructor. (staff, Division I or III; cross-listed as Political Science 349 and Philosophy 349) *Not offered in 2001-02.*

**354. Comparative Social Movements: Power, Protest, Mobilization**

A consideration of the conceptualizations of power and "legitimate" and "illegitimate" participation, the political opportunity structure facing potential protesters, the mobilizing resources available to them and the cultural framing within which these processes occur. Specific attention is paid to recent movements that have occurred both within and across countries, especially the feminist, environmental and peace movements. (Karen, Hager, Division I; cross-listed as Political Science 354)

*Not offered in 2001-02.*

**355. Marginals and Outsiders: The Sociology of Deviance**

An examination of unconventional and criminal behavior from the standpoint of different theoretical perspectives on deviance (e.g., social disorganization, symbolic interaction, structural functionalism, Marxism) with particular emphasis on the labeling and social construction perspectives; and the role of conflicts and social movements in changing the normative boundaries of society. Topics will include homicide, robbery, drug addiction, alcoholism, mental illness, prostitution, homosexuality and white-collar crime. (Washington)

**385. Historical and Comparative Sociology: Play, Culture and the Self**

An exploration of the nature and significance of play as a sociocultural phenomenon, beginning with the analysis of children's play and pursuing the play ele-

ment in culture into its wider ramifications in ritual, art, religion, politics, gender and the dynamics of group identity and conflict. Theoretical perspectives and concrete investigations from sociology, psychology, anthropology and cultural history are examined. (staff)  
*Not offered in 2001-02.*

**398. Senior Seminar: Sociology of Culture**

Seminar on theoretical issues in the sociology of culture; required of all senior sociology majors. Open to Bryn Mawr senior sociology majors only.  
(Washington)

**399. Senior Seminar: The Social Context of Individual Behavior**

Microsociological theories such as exchange theory, symbolic interactionism and ethnomethodology are discussed and contrasted with modern macrosociological traditions. This seminar is required of and limited to Bryn Mawr seniors majoring in sociology (Porter)

**403. Independent Study**

Students have the opportunity to do individual research projects under the supervision of a faculty member. (staff)

Haverford College currently offers the following courses in sociology. Bryn Mawr majors should consult their department about major credit for courses taken at other institutions.

**155a, b. Foundations in Social Theory**

**251b. Sociology of Crime**

**252a. Social Change**

**297a. Economic Sociology**

**298b. Law and Sociology**

**356a. Seminar in Social Theory: The Relationship Between Psychoanalytic and Feminist Theories**

**450a, b. Senior Departmental Studies**

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## Spanish

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*Professor:*

Enrique Sacerio-Gari, *Major Adviser*,  
(on leave, semester II 2002)

*Associate Professor:*

María Cristina Quintero, *Chair and Major Adviser (semester II 2002)*

*Assistant Professor:*

Lázaro Lima

*Lecturers:*

Inés Arribas

Peter Brampton Koelle

*Instructor:*

Dina Breña

The major in Spanish offers a program of study in the language, literature and culture of Spain and Latin America. The program is designed to develop linguistic competence and critical skills, as well as a profound appreciation of the culture and civilization of the Hispanic world.

The language courses provide solid preparation and practice in spoken and written Spanish, including a thorough review of grammar and vocabulary, supplemented with cultural readings and activities. Spanish 110 and 120 prepare students for advanced work in literature and cultural studies while improving competence in the language. The introductory literature courses treat a selection of the outstanding works of Spanish and Spanish-American literature in various periods and genres. Spanish 204 and 206 are devoted to advanced language training and afford practice in spoken and written Spanish. Spanish 240 considers the political, social and cultural history of the Hispanic and Hispanic-American peoples. Advanced literature courses deal intensively with individual

authors or periods of special significance.

Students in all courses are encouraged to make use of the Language Learning Center and to supplement their course work with study in Spain or Spanish America either in the summer or during their junior year. Residence in the Haffner Language House for at least one year is recommended.

All students who have taken Spanish at other institutions and plan to enroll in Spanish courses at Bryn Mawr must take a placement examination. The exam is administered by the Spanish department during first-year student orientation for the incoming class or on the day before classes begin for returning students.

The Department of Spanish also cooperates with the Departments of French and Italian in the Romance Languages major (see page 271).

### ***Major Requirements***

Requirements for the Spanish major are Spanish 110 or 120, Spanish 206 (unless specifically exempted by the department), four 200-level courses, three 300-level literature courses and the Senior Essay. Students whose precollege training includes advanced work in literature may, with the permission of the department, be exempted from taking Spanish 110 or 120. This major program prepares students appropriately for graduate study in Spanish.

*Please note: the department offers some courses taught in English. In order to receive major and minor credit, students must do appropriate assignments in Spanish. No more than two courses taught in English may be applied toward a major or a minor.*

Independent research (Spanish 403) is offered to students recommended by the

department. The work consists of independent reading, conferences and a long paper.

### ***Honors***

Departmental honors are awarded on the basis of a minimum grade point average of 3.5 in the major, evaluation of the senior essay and the recommendation of the department.

### ***Minor Requirements***

Requirements for a minor in Spanish are six courses in Spanish beyond Intermediate Spanish, at least one of which must be at the 300 level.

### ***Concentration in Hispanic and Hispanic-American Studies***

The Department of Spanish participates with the Departments of Anthropology, Economics, History of Art, Political Science and others in offering a concentration in Hispanic and Hispanic-American Studies (see page 209).

### ***Teacher Certification***

The department also participates in a teacher certification program. For more information see page 147 for a description of the Education Program.

### **001-002. Elementary Spanish**

Grammar, composition, conversation, listening comprehension; readings from Spain, Spanish America and the Hispanic community in the United States. This is a year-long course. One section of this course is intensive and meets nine hours a week. (Breña, Arribas)

### **003-004. Intermediate Spanish**

Intensive grammar reviews, exercises in composition and conversation, selected readings from modern Spanish. This is a



year-long course. Prerequisite: 002 or placement. (Koelle, Breña, Lima, staff)

#### **005. Intensive Intermediate Spanish**

A thorough review of grammar with intensive oral practice (group activities and individual presentations), writing of short essays and a longer final project, and readings from the Hispanic world. Prerequisite: Intensive Elementary Spanish or the recommendation of the department. (Sacerio-Garí, Koelle)

#### **110. Estudios culturales de España e Hispanoamérica**

An introduction to the history and cultures of the Spanish-speaking world in a global context: art, folklore, geography, literature, sociopolitical issues and multi-cultural perspectives. Prerequisite: Spanish 004 or 005, or placement. (Lima, Arribas, Division III)

#### **120. Introducción al análisis literario**

Readings from Spanish and Spanish-American works of various periods and genres (drama, poetry, short stories). Special attention to improvement of grammar through compositions. Prerequisite: Spanish 004 or 005, or placement. (staff, Division III)

*Note: Prerequisites for all 200-level courses are Spanish 110 or 120, or another 200-level course taught in Spanish, placement or permission of instructor.*

#### **204. Conversación (nivel avanzado)**

Practice in various modes of oral expression with review of selected points of grammar. Class is divided into small groups for discussions. Readings, oral presentations and compositions. (Quintero, Arribas)

#### **206. Composición (nivel superior)**

A course designed to develop a student's written expression in Spanish. This course includes a systematic study of the structure of modern Spanish and a variety of frequent written assignments. (staff)

#### **208. Drama y sociedad en España**

A study of the rich dramatic tradition of Spain from the Golden Age (16th and 17th centuries) to the 20th century within specific cultural and social contexts. The course considers a variety of plays as manifestations of specific sociopolitical issues and problems. Topics include theater as a site for fashioning a national identity; the dramatization of gender conflicts; and plays as vehicles of protest in repressive circumstances. (Quintero, Division III) *Not offered in 2001-02.*

#### **211. Borges y sus lectores**

Primary emphasis on Borges and his poetics of reading; other writers are considered to illustrate the semiotics of texts, society and traditions. (Sacerio-Garí, Division III; cross-listed as Comparative Literature 212) *Not offered in 2001-02.*

#### **225. La poesía hispanoamericana**

Study of poetic language from the Avant-garde movements to the present. Special attention to key figures. (Sacerio-Garí, Division III) *Not offered in 2001-02.*

#### **230. Poetics of Desire in the Lyric Poetry of Renaissance Italy and Spain**

A study of the evolution of the love lyric in Italy and Spain during the Renaissance and the Baroque periods, beginning with the Canzonieri of Francesco Petrarca. Topics include the representation of women as objects of desire and pretexts for writing; the self-fashioning and sub-



jectivity of the lyric voice; the conflation and conflict of eroticism and idealism; theories of imitation; parody; and the feminine appropriation of the Petrarchan tradition. Although concentrating on the poetry of Italy and Spain, readings include texts from France, England and Mexico. Course is taught in English. Students seeking major credit in Spanish or Italian must do appropriate assignments in Spanish or Italian. (Dersofi, Quintero, Division III; cross-listed as Comparative Literature 230 and Italian 230) *Not offered in 2001-02.*

#### **240. Hispanic Culture and Civilization**

A brief survey of the political, social and cultural history of Spain and Spanish America. Topics include Spanish nation/state/empire, indigenous cultures, polemics about the "Indians" in the new world, Spanish-American independence, current social and economic issues, Latin America's multiculturalism and Latinos in the United States. Prerequisite: permission of instructor. (Sacerio-Garí, Division III) *Not offered in 2001-02.*

#### **260. Ariel/Calibán y el discurso americano**

A study of the transformations of Ariel/Calibán as images of Latin American culture. Prerequisite: Spanish 110 or 120, or placement. (Sacerio-Garí, Division III)

#### **270. The Picaresque in Spain and Beyond**

A study of the origins, development and transformation of the picaresque novel in Spain and other national literatures, including Mexico, France, England, Germany and the United States. Topics include the construction of the (fictional)

self; religious, secular and satiric confessional rhetoric; and the feminine variations of the picaresque. Course is taught in English. Students seeking major credit must do appropriate assignments in Spanish. (Quintero, Division III; cross-listed as Comparative Literature 270)

*Note: The prerequisite for 300-level courses is one 200-level course in Spanish or permission of instructor.*

#### **307. Cervantes**

A study of themes, structure and style of Cervantes' masterpiece *Don Quijote* and its impact on world literature. In addition to a close reading of the text and a consideration of narrative theory, the course examines the impact of *Don Quijote* on the visual arts, music, film and popular culture. (Quintero, Division III) *Not offered in 2001-02.*

#### **308. El teatro del Siglo de Oro**

A study of the dramatic theory and practice of 16th- and 17th-century Spain. Topics include the treatment of honor, historical self-fashioning and the politics of the corrales (I) and palace theater. (Quintero, Division III)

#### **309. La representación de la mujer en la literatura española del Siglo de Oro**

A study of the depiction of women in the fiction, drama and poetry of 16th- and 17th-century Spain. Topics include the construction of gender; the idealization and codification of women's bodies; the politics of feminine enclosure (convent, home, brothel, palace); and the performance of honor. The first half of the course will deal with masculine representations of women (Lope, Calderón, Cervantes, Quevedo) and the second will be dedicated to women writers such as Teresa de

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Ávila, Ana Caro, María de Zayas and Juana Inés de la Cruz. (Quintero, Division III)

**350. El cuento hispanoamericano**

Special attention to the double, the fantastic and the sociopolitical thematics of short fiction in Spanish America. Authors include Quiroga, Borges, Carpentier, Rulfo, Cortázar and Valenzuela.

(Sacerio-Garí, Division III)

*Not offered in 2001-02.*

**351. Tradición y revolución: Cuba y su literatura**

An examination of Cuba, its history and its literature with emphasis on the analysis of the changing cultural policies since 1959. Major topics include slavery and resistance; Cuba's struggles for freedom; the literature and film of the Revolution; and literature in exile. (Sacerio-Garí, Division III) *Not offered in 2001-02.*

**399. Senior Essay**

Individual conferences between students and the instructor in the preparation of a senior project. At the end of the semester there will be an oral examination based on the essay. (staff)

**403. Supervised Work**

Independent reading, conferences and a long paper; offered to senior students recommended by the department. (staff)

Haverford College currently offers the following courses in Spanish:

**203b. Writing the Jewish Trajectories in Latin America**

**205a. Studies in the Spanish American Novel**

**214a. Writing the Nation: 19th-Century Literature in Latin America**

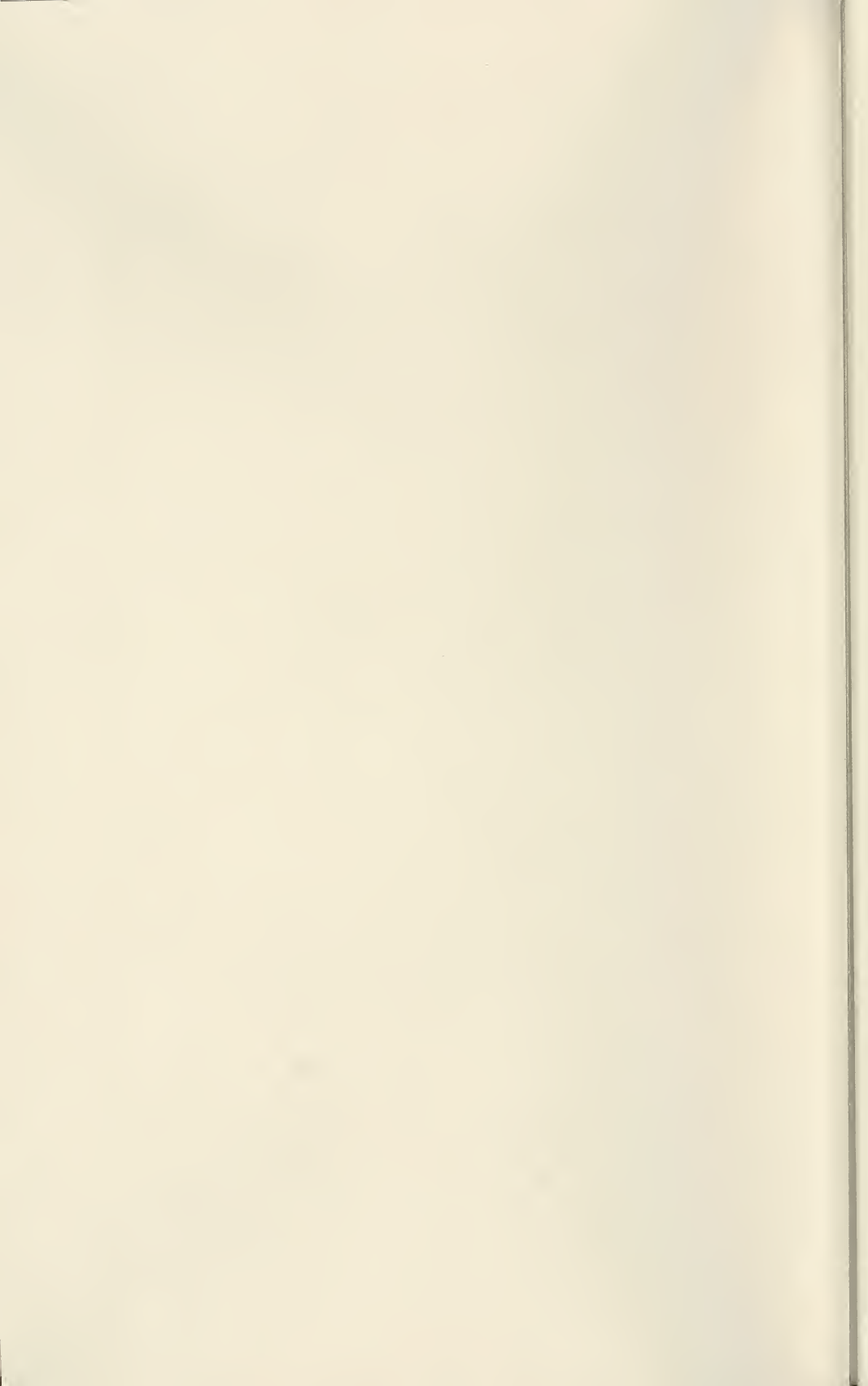
**240b. Latin American and Iberian Culture and Civilization**

**307b. Writing Short Fiction in Spanish**

**310b. The Family in the Novels of the Past 40 Years of Spanish America**

**320a. Spanish American Colonial Writings**

**352a. Evita and Her Sisters**



## SCHOLARSHIP AND PRIZES



## Scholarships and Prizes

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The scholarships and prizes listed below have been made available to able and deserving students through the generosity of alumnae/i and friends of the College. Many of them represent the income on endowed funds which in some cases is supplemented by an additional grant, usually taken from expendable gifts from alumnae/i and parents. A student requesting aid does not apply to a particular fund but is considered for all awards administered by the College for which she is qualified.

The Alumnae Regional Scholarship program is the largest single contributor to Bryn Mawr's scholarship awards. In addition to providing funds for the College's financial aid program, alumnae select Regional Scholars to receive \$2,000 research stipends for projects of their choice. This honor carries with it special significance as an award for both academic and personal excellence.

An outstanding scholarship program has been established by the National Merit Scholarship Corporation, and several large corporations sponsor scholarship programs for children of employees. In addition to the generous awards made by these companies there are many others made by foundations and by individual and professional groups. Some of these are regional in designation. Students are urged to consult their schools and community agencies for information in regard to such opportunities.

Bryn Mawr College participates as a sponsor in the National Achievement Scholarship program. As sponsor, the College awards several scholarships through the National Merit Corporation. National Achievement finalists who have indicated that Bryn Mawr is their first choice among institutions will be referred to the College for consideration for this award.

### SCHOLARSHIP FUNDS

*The Mary L. Jobe Akeley Scholarship Fund* was established by bequest of Mary L. Jobe Akeley. It is for undergraduate scholarships with preference being given to students from Ohio. (1967)

*The Warren Akin IV Scholarship Fund* was established by gifts from Mr. and Mrs. Warren Akin (father) and Mr. and Mrs. William Morgan Akin (brother) of Warren Akin IV, M.A '71, Ph.D. '75. The Fund is to be used for Bryn Mawr students, with preference given to graduate students in English. (1984)

*The George I. Alden Scholarship Fund* was established with a challenge grant of 3:1 from the George I. Alden Trust. The College successfully met the goal of \$225,000 raised from alumnae and friends to secure the grant of \$75,000. The Fund supports need-based scholarships for students from Massachusetts. (2000)

*The Alumnae Bequest Scholarship Fund* was established by bequests received for scholarships from alumnae of the College. (1965)

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*Alumnae Regional Scholarships* are available to students in all parts of the United States. These scholarships, raised by alumnae, vary in amount and may be renewed each year.

*The Marion Louise Ament Scholarship Fund* was established by bequest of Berkley Neustadt in honor of his daughter Marion Louise Ament '44. (1966)

*The Evangeline Walker Andrews May Day Scholarship* was established by bequest of Evangeline Walker Andrews, Class of 1893. The income from this Fund is to be used for undergraduate scholarships in the Department of English. Mrs. Andrews originated the Bryn Mawr May Day, which was first held in 1900. (1963)

*The Constance M. K. Applebee Scholarship Fund* was established by a bequest under the will of Constance M. K. Applebee, the first director of physical education at Bryn Mawr. Preference is to be given to students in physical education classes. (1981)

*The Edith Heyward Ashley and Mabel Pierce Ashley Scholarship Fund* was founded by bequest of Mabel Pierce Ashley '10 and increased by bequest of Edith Heyward Ashley '05. The income is to be awarded as scholarships to undergraduate students majoring in history or English. (1963)

*The Johanna M. Atkiss Scholarship Fund* was established with a pledge from Ruth T. Atkiss '36 in memory of her mother. The Fund supports scholarships to graduates of Girl's High School, the Masterman School or a Philadelphia-area public high school (in that order of preference). (1999)

*The Mildred P. Bach Fund* was established by a bequest of Mildred P. Bach '26 to provide scholarship support for resident students. (1992)

*The William O. and Carole P. Bailey Fund for Russian Studies* was established by Carole Parsons Bailey '61 and William O. Bailey to support various activities of the Department of Russian, including undergraduate scholarships, teaching, research and the acquisition of library materials. (1995)

*The Elizabeth Congdon Barron Scholarship Fund* was founded by the bequest of Elizabeth Congdon Barron '02 "for the general purposes of the College." Through gifts from her husband, Alexander J. Barron, the Fund was increased and the Elizabeth Congdon Barron Scholarship Fund was established. (1960)

*The Florence Bascom Fund* was established by bequest of Eleanor Lorenz '18 to honor the College's first professor of geology. The income from this Fund provides fellowship and scholarship monies for the Department of Geology. (1988)

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*The Fannie Beasley Scholarship Fund* was established by a bequest of Chauncey H. Beasley, husband of Fannie Robb Carvin Beasley '26, for undergraduate scholarships. (1996)

*The Edith Schmid Beck Scholarship Fund* was established by Edith Schmid Beck '44. The income from this Fund will support undergraduate scholarships for students who have shown a commitment to working toward international peace and justice. (1999)

*The Beekey Scholarship Fund* was established by Lois E. Beekey '55, Sara Beekey Pfaffenroth '63 and Mrs. Cyrus E. Beekey. The income is awarded annually to a student majoring in a modern foreign language or in English. (1985)

*The Deborah L. Berkman and Marshall L. Berkman Scholarship Fund* was established by Deborah Levy Berkman '59 and the family of Marshall Berkman through the Fair Oaks Foundation, as well as through a matching gift from the GE Fund. The Fund provides scholarship support. (1995)

*The Elizabeth P. Bigelow Memorial Scholarship Fund* was established by gifts from Mrs. Henry P. Bigelow in memory of her daughter, Elizabeth P. Bigelow, who graduated *cum laude* in 1930. (1960)

*The Star K. Bloom and Estan J. Bloom Scholarship Fund* was established by a gift from Star K. Bloom '60 and her husband, Estan J. Bloom. The income is to be awarded to academically superior students from the southern part of the United States with preference being given to residents of Alabama. (1976)

*The Virginia Burdick Blumberg Scholarship Fund* was established by the College with the bequest of Virginia Burdick Blumberg '31 to provide financial support for undergraduates. (1998)

*The Book Shop Scholarships* are awarded annually from the income from the Book Shop Fund. (1947)

*The 1967 College Bowl Scholarship Fund* of \$16,000 was established by the Bryn Mawr College team from its winnings on the General Electric College Bowl television program. The scholarship grants were donated by the General Electric Company and by Seventeen Magazine and supplemented by gifts from the directors of the College. The members of the team were Ashley Doherty '71, Ruth Gais '68, Robin Johnson '69 and Diane Ostheim '69. Income from this Fund is awarded to an entering freshman in need of assistance. (1968)

*The Norma L. and John Bowles ARCS Endowment for the Sciences* was established by a gift from Norma Landwehr Bowles '42. This Endowment supports a student, fellow

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or lecturer in the sciences who is an American citizen. The award is administered in accordance with the interests of the Achievement Research for College Students Foundation, which seeks to encourage young women to pursue careers in the sciences. (1987)

*The James W. Broughton and Emma Hendricks Broughton Scholarship Fund* was established by a bequest from the estate of Mildred Hendricks Broughton '39 in honor of her parents. The students selected for such financial aid shall be from the Midwestern part of the United States. (1972)

*The Abby Slade Brayton Durfee and Mary Brayton Durfee Brown Scholarship Fund* was founded in honor of Abby Slade Brayton Durfee by bequest of her husband Randall N. Durfee. Mrs. Charles Bennett Brown '30 and Randall N. Durfee Jr., have added to the Fund. Preference is given to candidates of English or American descent and to descendants of the Class of 1894. (1924)

*The Hannah Brusstar Memorial Scholarship* was established by a bequest from the estate of Margaret E. Brusstar '03. The income from the Fund is to be awarded annually to an undergraduate student who shows unusual ability in mathematics. (1976)

*The Bryn Mawr Alumnae Physicians Fund for Premedical Students* was established under the sponsorship of two alumnae directors of the College. The income from this Fund is to provide a flexible source of financial help to women at Bryn Mawr who have decided to enter medicine, whether or not they choose to major in physical sciences. (1975)

*Bryn Mawr at the Tenth Decade.* This pooled fund was established in the course of the Tenth Decade Campaign for those who wished to contribute to endowment for undergraduate student aid. (1973)

*The Bryn Mawr Club of Princeton Scholarship* was established by the alumnae of the Bryn Mawr Club of Princeton to support undergraduate scholarships, with preference given to undergraduates from New Jersey. In 1997, the description of the fund was amended at the request of the Bryn Mawr Club of Princeton to also provide support to graduate students from the Graduate School of Arts and Sciences and Graduate School of Social Work and Social Research. (1974)

*The Jacob Fussell Byrnes and Mary Byrnes Fund* was established in memory of her mother and father by a bequest under the will of Esther Fussell Byrnes, A.B. 1891, M.A. 1894, Ph.D. 1898. (1948)

*The Sophia Sonne Campbell Scholarship Fund* was established by a bequest of Sophia Sonne Campbell '51. (1973)



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*The Mariam Coffin Canaday Scholarship Fund* was established by a gift from the Ward M. and Mariam C. Canaday Educational and Charitable Trust. The income from this Fund is to provide scholarships with preference given to students from Toledo, Ohio, or from District VI of the Alumnae Association. (1962)

*The Antoinette Cannon Memorial Scholarship Fund* was established by a gift from Janet Thornton '05 in memory of her friend Antoinette Cannon '07. (1963)

*The Jeannette Peabody Cannon Memorial Scholarship Fund* was established in memory of Jeannette Peabody Cannon '19 through the efforts of the New England Alumnae Regional Scholarship Committee, of which she was a member for 20 years. The Scholarship is awarded every three years on the nomination of the Alumnae Scholarship Committee to a promising member of the freshman class, resident of New England, who needs financial assistance. The Scholarship may be held during the remaining three years of her college course provided a high standard is maintained. In 1962 the Fund was increased by a generous gift from Charlotte Farquhar Wing of New Haven. (1949)

*The Susan Shober Carey Memorial Fund* was founded in memory of Susan Shober Carey by gifts from the Class of 1925 and is awarded annually by the president. (1931)

*The Florence and Dorothy Child Memorial Scholarship of Bryn Mawr College* was founded by bequest of Florence C. Child '05. The income from this fund is to be used for the residence fees of students who, without such assistance, would be unable to live in the halls. Preference is to be given to graduates of the Agnes Irwin School and to members of the Society of Friends. If no suitable applicants are available in these two groups, the scholarship aid will then be assigned by the College to students who could not live in residence halls without such assistance and who are not holding other scholarships. (1958)

*The Augusta D. Childs Scholarship Fund* was established by bequest from the estate of Augusta D. Childs. (1970)

*The Jacob Orie and Elizabeth S. M. Clarke Memorial Scholarship* was established by bequest from the estate of Elizabeth Clarke and is awarded annually to a student born in the United States or any of its territories. (1948)

*The Class of 1903 Scholarship Fund* was established by a gift on the occasion of the 50th reunion of the class. The income from this Fund is to be awarded annually to a member of the freshman, sophomore or junior class for use in the sophomore, junior, or senior years. (1953)

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*The Class of 1922 Memorial Scholarship Fund* was established at the suggestion of members of the Class of 1922 as a perpetual class fund to which members of the class can continue to contribute. (1972)

*The Class of 1939 Memorial Fund* was established by the Class of 1939 to provide unrestricted scholarship support. (1985)

*The Class of 1943 Scholarship Fund* was established by gifts from the James H. and Alice I. Goulder Foundation, Inc., of which Alice Ireman Goulder '43 and her husband are officers. Members of the Class of 1943 and others add to the Fund, which continues to grow, and it is hoped that eventually the yearly income will provide full scholarship aid for one or more students at Bryn Mawr. (1974)

*The Class of 1944 Memorial Scholarship Fund* was established by the Class of 1944 in memory of Jean Mungall and other deceased classmates. (1959)

*The Class of 1958 Scholarship Fund* was established by the Class of 1958 on the occasion of the 40th reunion of the class to provide undergraduate scholarship support. (1998)

*The Julia Cope Collins Scholarship* was established by bequest from the estate of Julia Cope Collins, Class of 1889. (1959)

*The Alice Perkins Coville Scholarship Fund* was established by Agnes Frances Perkins, Class of 1898, in honor of her sister, Alice Perkins Coville. (1948)

*The Regina Katharine Crandall Scholarship* was established by a group of her students as a tribute to Regina Katharine Crandall, Margaret Kingsland Haskell Professor of English Composition from 1918 to 1933. The income from this fund is awarded to a sophomore, junior or senior who in her written English has shown ability and promise and who needs assistance to continue her college work. (1950)

*The Louise Hodges Crenshaw Memorial Scholarship Fund.* The Army Emergency Relief Board of Managers approved a gift of \$10,000 representing a part of a bequest to them from Evelyn Hodges, Mrs. Crenshaw's sister. The income is to be used to provide scholarships for dependent children of Army members meeting A.E.R. eligibility requirements. (1978)

*The Raymond E. and Hilda Battenwieser Crist '20 Scholarship Fund* was established by Raymond E. Crist to provide scholarship support for incoming or returning students who have financial need and are academically outstanding. (1989)

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*The Annie Lawrie Fabens Crozier Scholarship Award* was established by a gift from Mr. and Mrs. Abbott P. Usher in memory of Mrs. Usher's daughter, Annie Lawrie Fabens Crozier '51. The Scholarship is to be awarded to a junior or senior of distinction who is majoring in English. (1960)

*The Rebecca Taylor Mattson Darlington Scholarship Fund* was established by members of her family in memory of Rebecca Taylor Mattson Darlington, Class of 1896. (1968)

*The Louise Dickey Davison Fund* was established by R. John Davison and Roderic H. Davison in memory of Louise Dickey Davison '37, M.A. '38. The Fund provides undergraduate financial aid support, with preference to students in Classical and Near Eastern Archaeology or Classics. (1995)

*The Frances de Graaff Memorial Scholarship Fund* was established with gifts from family and friends of Frances de Graaff, Professor Emeritus of Russian, to establish a fund in her memory. The Fund supports study abroad for undergraduate or graduate students in Russian. (1999)

*The E. Merrick Dodd and Winifred H. Dodd Scholarship Fund* was established by bequest of Dr. and Mrs. Dodd. (1953)

*The Dolphin Scholarship* is a full-tuition, four-year scholarship for an outstanding student from the New York City public schools, made possible by an anonymous donor. (1984)

*The Josephine Devigne Donovan Memorial Fund* was established from gifts from the family and friends of Josephine Devigne Donovan '38, in her memory. It provides scholarship support for an undergraduate studying in France during her junior year. (1996)

*The Lincoln and Clarissa Dryden Fund for Paleontology* was established by Clarissa Dryden '32, M.A. '35. This endowed Fund supports activities in paleontology, including research, education, travel and undergraduate financial aid. Preference for financial aid is to be given to students in paleontology, geology, environmental studies and archaeology. (1995)

*The Ida L. Edlin Scholarship Fund* was established by a bequest from the estate of Ida L. Edlin. The income is to be used for scholarships for deserving students in fine arts or humanities. (1976)

*The Ellen Silberblatt Edwards Scholarship Fund* was established by friends, family and classmates of Ellen Silberblatt Edwards '64 to honor her memory. The Scholarship is to

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be awarded to an entering student, preferably from New York City, whose promise of success at Bryn Mawr is not necessarily shown in conventional ways. (1994)

*The Evelyn Flower Morris Cope and Jacqueline Pascal Morris Evans Memorial Scholarship* was established by Edward W. Evans in memory of Evelyn Flower Morris Cope '03 and Jacqueline Pascal Morris Evans '08. The fund provides unrestricted scholarship support. (1958)

*The Ellen Winsor and Rebecca Winsor Evans Memorial Scholarship Fund* was established by bequests by both Ellen Winsor and Rebecca Winsor Evans. The Scholarship is to be awarded to a resident African-American student. (1959)

*The Faculty/Staff Minority Scholarship Fund* was established by gifts received from faculty and staff members in response to an appeal issued during the Campaign for Bryn Mawr to support scholarship aid for minority undergraduates. (1998)

*The Marguerite N. Farley Scholarship Fund* was established by a bequest of Marguerite N. Farley with preference to be given to foreign students. (1956)

*The Helen Feldman Scholarship Fund* was established by the Class of 1968 at their graduation and friends of Helen Feldman '68. The income from this Fund is to be used to support summer study in the Soviet Union. (1968)

*The Donita Ferguson Scholarship Fund* was established by a bequest from the estate of Donita Ferguson Borden '32. The Fund provides unrestricted scholarship support. (1987)

*The Frances C. Ferris Scholarship Fund* was established by a bequest from the estate of Frances C. Ferris. The income from this Fund is to be used to assist Friends who would otherwise be unable to attend Bryn Mawr College. (1977)

*The Anna Long Flanagan Scholarship Fund* was established by a gift from Anna Long Flanagan '06 on the occasion of the 55th reunion of the class. The income is to be used to provide scholarships for Protestant students. (1961)

*The Reginald S. and Julia W. Fleet Foundation Scholarship Fund* was established by gifts from the Reginald S. and Julia W. Fleet Foundation. (1974)

*The Alice Downing Hart Floyd Scholarship Fund* was established by a bequest from the estate of Olive Floyd '22. The Scholarship is awarded for four years to a student with high academic potential and achievement and a well-rounded personality, preferably from New England. (1986)



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*The Cora B. Fohs and F. Julius Fohs Perpetual Scholarship Fund* was established by a gift from the Fohs Foundation. (1965)

*The Folly Ranch Fund* was established by an anonymous gift, the income from which is to be used for graduate and undergraduate scholarships in honor of Eleanor Donnelley Erdman '21, Clarissa Donnelley Haffner '21, Elizabeth P. Taylor '21 and Jean T. Palmer '24. (1974)

*The William Franklin Scholarship Fund* was established by a bequest from Susan B. Franklin, Class of 1889. The income from this Fund is to be used for scholarships for deserving girls, preference being given whenever possible to girls from the Rogers High School, Newport, Rhode Island. (1957)

*The Edgar M. Funkhouser Memorial Scholarship Fund* was established from his estate by Anne Funkhouser Francis '33. Awards may vary in amount up to full tuition and be tenable for four years, preference being given first to residents of southwest Virginia, and thereafter to students from District IV eligible for aid in any undergraduate year. (1964)

*The Helen Hartman Gemmill Fund for Financial Aid* was established by a bequest from Helen Hartman Gemmill '38 to support undergraduate scholarships. (1999)

*The Helen Hartman Gemmill Scholarship* for students majoring in English has been funded by the Warwick Foundation since 1967. In addition, Helen Hartman Gemmill '38 made a gift on the occasion of her 40th reunion to establish an endowed fund for undergraduate scholarships. (1978)

*The Hazel Goldmark Fund* was established by the family of Hazel Seligman Goldmark '30 with a gift from Hazel Goldmark's estate. Although she did not provide for the College in her will, Mrs. Goldmark told her daughters of her wish to give a gift to Bryn Mawr. Because she worked for many years in the New York Bryn Mawr Bookstore to raise money for scholarships, the College administration recommended that the gift be used for financial aid for students. (1991)

*The Barbara and Arturo Gomez Scholarship Fund* was established by Barbara Baer Gomez '43, MA '44, and her husband, Arturo Gomez, to provide scholarship assistance to Mexican undergraduates. (1996)

*The Phyllis Goodhart Gordan Scholarship Fund* was established by gifts from the Class of 1935 in honor of Phyllis Goodhart Gordan '35. The Fund is used to support scholarships with preference given to students in the languages. (1985)

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*The Michel Guggenheim Scholarship Fund* was established by friends of Michel Guggenheim to honor him on the occasion of his retirement. The Fund will support scholarships for students attending the Institut d'Etudes Françaises d'Avignon. (1998)

*The Habsburg, Feldman Scholarship Fund* was established by Habsburg, Feldman Fine Art Auctioneers to support scholarship aid for students who demonstrate excellence in the study of history of art. (1990)

*The Edith Rockwell Hall Scholarship Fund* was established by a bequest from the estate of Florence R. Hall in memory of her sister Edith Rockwell Hall, Class of 1892. (1977)

*The Anna Hallowell Memorial Scholarship* was founded in memory of Anna Hallowell by her family. The income is awarded annually to the junior in need of aid who has the highest academic record. (1912)

*The Alice Ferree Hayt Memorial Prize* was established by a bequest from the estate of Effie Todd Hayt in memory of her daughter, Alice Ferree Hayt. The income of the fund is to be awarded annually to one or more students of the College in need of financial assistance for their personal use. (1977)

*The Nora M. and Patrick J. Healy Scholarship Fund* was established when family and friends of Patrick Healy, father of Margaret (Ph.D. '69) and Nora (M.S.S. '73), made gifts to the Nora M. Healy Fund in his memory. The Nora M. Healy Fund was established in 1982 with memorial gifts received for Mrs. Healy, Patrick's wife. The purpose of the Fund is financial aid for students with preference given to students from either of the graduate schools. (1989)

*The William Randolph Hearst Scholarship for Minority Students* was established by grants from The Hearst Foundation, Inc. to endow an undergraduate scholarship fund for minority students. (1992)

*The Katharine Hepburn Scholarship*, first given for the year 1969-70, is awarded annually in honor of Katharine Hepburn '28 to a student interested in the study of drama and motion pictures and in the cultivation of English diction and literary appreciation. (1952)

*The Katharine Houghton Hepburn Memorial Scholarship* was given in memory of Katharine Houghton Hepburn, Class of 1900. The income from this fund is awarded for the junior or senior year to a student or students who have demonstrated both ability in her or their chosen field and independence of mind and spirit. (1958)

*The Annemarie Bettmann Holborn Fund* was established by Hanna Holborn Gray '50 and her husband, Charles Gray, in honor of Mrs. Gray's mother, Annemarie Bettmann

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Holborn. The income from the Fund is to be used for scholarship and fellowship aid to undergraduate or graduate students in the field of classics, including classical archaeology. (1991)

*The George Bates Hopkins Memorial Scholarships* were founded by a gift from Mrs. Elizabeth Hopkins Johnson in memory of her father. Preference is given to students of music and, in default of these, to students majoring in history and thereafter to students in other departments. (1921)

*The Maria Hopper Scholarships*, two in number, were founded by bequest under the will of Maria Hopper of Philadelphia and are awarded annually. The income from this fund is used for aid to sophomores. (1901)

*The Leila Houghteling Memorial Scholarship Fund* was founded in memory of Leila Houghteling '11 by members of her family and a group of her contemporaries. It is awarded every three years on the nomination of the Alumnae Scholarship and Loan Fund Committee to a member of the freshman class and is held during the remaining three years of her college course. (1929)

*The Shippen Huidekoper Scholarship Fund* was established by an anonymous gift. The income is awarded annually on the nomination of the president. (1936)

*The Evelyn Hunt Scholarships*, two in number, were founded in memory of Evelyn Hunt by a bequest under the will of Evelyn Ramsey Hunt, Class of 1898. (1931)

*The Lillia Babbitt Hyde Scholarship Fund* was established by gifts from the Lillia Babbitt Hyde Foundation to establish the Lillia Babbitt Hyde Scholarship for award, in so far as possible, to students whose major subject will lead to a medical education or a scientific education in chemistry. (1963)

*The Jane Lilley Ireson Scholarship* was established by a bequest of Jennie E. Ireson in honor of her mother, Jane Lilley Ireson. The income from this fund is awarded to worthy students who require financial assistance. (1959)

*The Alice Schlosberg Isador Fund for the Study of French* was established by Alice Schlosberg Isador to provide support for a meritorious and needy student of French who is interested in teaching, to study abroad in the summer at the Institut d'Etudes Françaises d'Avignon or an accredited Junior Year Abroad Program during the academic year. (1995)

*The Alice Day Jackson Scholarship Fund* was given by the late Percy Jackson in memory of his wife, Alice Day Jackson '02. The income from this Fund is awarded annually to an entering student. (1930)

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*The Elizabeth Bethune Higginson Jackson Scholarship Fund* was established by gifts in memory of Elizabeth Bethune Higginson Jackson, Class of 1897, by members of her family and friends. The income from the Fund is to be used for scholarships for undergraduate students as determined by the College Scholarship Committee. (1974)

*The E. Wheeler and Florence Jenkins Scholarship Fund* was established by a bequest of Dorothy DeG. Jenkins '20 in memory of her parents. The Fund is used for scholarships, with preference given to students in the Departments of Mathematics or Physics. (1981)

*The Henrietta C. Jennings Scholarship Fund* was established with remainder interest of a Living Income Agreement provided by Henrietta C. Jennings. (1984)

*The Pauline Jones Scholarship Fund* was established by friends, students, and colleagues in honor of Pauline Jones '35 upon the occasion of her retirement after five decades of service to the College. The Fund provides financial aid to either undergraduate French majors or graduate students in French. (1985)

*The Kate Kaiser Scholarship Fund* was established by Ruth Kaiser Nelson '58 in honor of her mother, Kate Kaiser. The Fund provides scholarship support, with preference given to non-traditional-age students. (1991)

*The Sue Mead Kaiser Scholarship Fund* was established by the alumnae of the Bryn Mawr Club of Northern California and other individuals in memory of Sue Mead Kaiser '31. (1974)

*The Kathryn M. Kalbfleisch and George C. Kalbfleisch Scholarship Fund* was established under the will of Kathryn M. Kalbfleisch '24. (1972)

*The Alice Lovell Kellogg Fund* was founded by a bequest by Alice Lovell Kellogg '03 to provide scholarships for deserving students. (1965)

*The Minnie Murdoch Kendrick Memorial Scholarship*, tenable for four years, was founded by bequest of George W. Kendrick Jr., in memory of his wife. It is awarded every four years to a candidate nominated by the Alumnae Association from the Philadelphia High School for Girls. (1916)

*The Misses Kirk Scholarship Fund* was founded in honor of the Misses Kirk by the Alumnae Association of the Kirk School in Bryn Mawr. (1929)

*The Kopal Scholarship Fund* was established by gifts from Zdenka Kopal Smith '65 and her family to honor the memory of Zdeněk Kopal and Eva M. Kopal. The scholarship was conceived of by Zdenka's late sister, Eva M. Kopal '71, to honor her



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father, astronomer Zdeněk Kopal (1914-1993). The income supports undergraduate scholarships. (2001)

*The Catharine J. Korman Scholarship Fund* was established by a bequest from the estate of Catharine J. Korman '17 to provide unrestricted scholarship support. (1986)

*The Laura Schlageter Krause Scholarship Fund* was established by the gift of Laura Schlageter Krause '43 to provide financial support for undergraduates in the humanities. (1998)

*The Charlotte Louise Belshe Kress Scholarship Fund* was established by bequest of Paul F. Kress in memory of his wife, Charlotte Louise Belshe Kress '54. The Scholarship is to be awarded to an undergraduate. (1994)

*The Ida E. Richardson, Alice H. Richardson and Edward P. Langley Scholarship Fund* was established by bequest under the will of Edward P. Langley. (1969)

*The Minor W. Latham Scholarship Fund* was established by a bequest from the estate of John C. Latham in memory of his sister, Minor W. Latham, a graduate student at Bryn Mawr in 1904. The scholarships provide tuition, living expenses and extras for one or more financially-needy students from the South who will be or are majoring in English literature. (1984)

*The Marguerite Lehr Scholarship Fund* was established through gifts made by former students and friends of Marguerite Lehr, Ph.D. '25, a member of the Bryn Mawr faculty from 1924 to 1967. The income from this Fund supports needy undergraduate students who have demonstrated excellence in the field of mathematics. (1988)

*The Clara Bertram Little Memorial Scholarship* was founded by Eleanor Little Aldrich '05 in memory of her mother. The income is awarded to an entering student from New England on the basis of merit and financial need. (1947)

*The Louise Steinhart Loeb Scholarship Fund* was established by a gift from the Louise and Henry Loeb Fund at Community Foundations, Inc. at the direction of Louise Steinhart Loeb '37. The income supports undergraduate scholarships. (2001)

*The Mary Anna Longstreth Memorial Scholarship* was given in memory of Mary Anna Longstreth by alumnae and children of alumnae of the Mary Anna Longstreth School and by a few of her friends. (1912)

*The Lorenz-Showers Scholarship Fund* was established by Justina Lorenz Showers '07 in honor of her parents, Edmund S. Lorenz and Florence K. Lorenz, and her husband, John Balmer Showers. (1943)

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*The Alice Low Lowry Memorial Scholarship Fund* was established by gifts in memory of Alice Low Lowry '38 by members of her family and friends. The income is to be used for scholarships for undergraduate and graduate students. (1968)

*The Lucas Scholarship Fund* was established by Diana Daniel Lucas '44 in memory of her parents, Eugene Willett van Court Lucas Jr. and Diana Elmendorf Richards Lucas, her brother, Peter Randell Lucas, and her uncle, John Daniel Lucas. The Fund provides unrestricted scholarship support. (1985)

*The Katharine Mali Scholarship Fund* was established by a bequest of Katharine Mali '23 for undergraduate scholarships. (1980)

*The Helen Taft Manning Scholarship Fund* was established by Julia Bolton Fleet '43 through a gift from the Reginald and Julia B. Fleet Foundation in memory of Helen Taft Manning '15. The income from this Fund provides unrestricted undergraduate scholarship support. (1987)

*The Lula M. Margetis Scholarship Fund* was established by a bequest of Lula M. Margetis, a graduate student at the College in 1939. It is for scholarships for students in the Department of Classical Languages. (1996)

*The Dorothy Nepper Marshall Scholarship Fund* was established by a bequest from the estate of Dorothy Nepper Marshall, Ph.D. 1944, to provide unrestricted scholarship support. (1986)

*The Katherine McClatchy McAnaney Memorial Scholarship Fund* was established by a bequest under the will of Francis A. McAnaney, husband of Katherine McClatchy McAnaney '35, for undergraduate scholarship support. (1993)

*The Katharine E. McBride Endowed Scholarship Fund* was established with an initial challenge gift from an anonymous McBride alumna. Gifts from alumnae and friends during a two-year fundraising effort, which included a second challenge from Susan Ahlstrom '93 and Bill Ahlstrom, combined to establish an endowed scholarship fund. The income provides scholarship support for students with financial need enrolled in the McBride Scholars Program. The recipients are selected by the Director of Financial Aid in consultation with the Dean of the McBride Scholars Program, with preference given to sophomores, juniors or seniors. (2001)

*The Katharine E. McBride Undergraduate Scholarship Fund* was established by a gift made by Gwen Davis '54. It has been added to by others in honor of Miss McBride. (1970)

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*The Gertrude Howard Honor McCormick Scholarship Fund* was established by gift of the late Gertrude Howard Honor McCormick. The Scholarship is awarded to a student of excellent standing, preferably for her freshman year. If she maintains excellent work in college, she may continue to receive scholarship aid through her sophomore, junior and senior years. (1950)

*The Margaret Hines McKenzie Scholarship Fund* was established by bequest of Margaret Hines McKenzie '30 to provide scholarship support for undergraduate women from the southern states, with preference to the state of North Carolina. (1993)

*The Anne Cutting Jones and Edith Melcher Scholarship Fund* was established by a bequest of Anne Cutting Jones and Edith Melcher for a student in the Department of French. (1971)

*The Midwest Scholarship Endowment Fund* was established by alumnae from District VII in order "to enlarge the benefits which can be provided for able students from the Midwest." (1974)

*The Beatrice Miller Memorial Scholarship Fund* was established by a bequest of Beatrice Miller Ullrich '13. (1969)

*The Elinor Dodge Miller Scholarship Fund* was established by the Miller and Chevalier Charitable Foundation in memory of Elinor Dodge Miller '02. The Fund provides scholarship support to students of good moral character and honorable conduct whose past scholarship records are meritorious. (1959)

*The Karen Lee Mitchell '86 Scholarship Fund* was established in memory of Karen Lee Mitchell '86 by her parents. The Fund provides scholarship support for students of English literature with a special interest in women's studies, a field of particular concern to their daughter, Karen. (1992)

*The Jesse S. Moore Foundation Fund* was established by Caroline Moore '56 for post-college women with financial need who have matriculated at Bryn Mawr through the Katharine E. McBride Scholars Program. (1982)

*The Constance Lewis and Martha Rockwell Moorhouse 1904 Memorial Scholarship Fund* was established by the Class of 1904 in memory of their classmates, Constance Lewis and Martha Rockwell Moorhouse. (1920)

*The Margaret B. Morison Scholarship Fund* was established by a bequest of Margaret B. Morison '07. The Fund gives preference to graduates of the Bryn Mawr School in Baltimore, Maryland. (1981)

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*The Mary McLean and Ellen A. Murter Memorial Fund* was founded in memory of her two aunts by bequest of Mary E. Stevens of Germantown, Philadelphia. The income is used for an annual scholarship. (1933)

*The Frank L. Neall and Mina W. Neall Scholarship Fund* was established by a legacy from the estate of Adelaide W. Neall '06 in memory of her parents. (1957)

*The New Hampshire Scholarship Fund* was established by the Spaulding-Potter Charitable Trust. A matching fund was raised by contributions from New Hampshire alumnae. Income from the two funds is awarded each year to an undergraduate from New Hampshire. (1964)

*The Alice F. Newkirk Scholarship Fund* was founded by bequest of Alice F. Newkirk, graduate student in 1910-12 and 1919-20. (1965)

*The Patricia McKnew Nielsen Scholarship Fund* was established by Patricia McKnew Nielsen '43. The Fund supports scholarships for undergraduate students, with preference given to psychology majors. (1985)

*The Bertha Norris Bowen and Mary Rachel Norris Memorial Scholarship Fund* was established by bequest under the will of Mary Rachel Norris '05, B.A. '06, M.S. '11 in memory of Bertha Norris Bowen, who for many years was a teacher in Philadelphia. (1971)

*The Mary Frances Nunns Scholarship Fund* was established by a bequest under the will of Mary Frances Nunns. (1960)

*The Pacific Northwest Scholarship Fund* was established by a gift from Natalie Bell Brown '43. Preference is given to students from the Pacific Northwest. (1976)

*The Jane M. Oppenheimer Scholarship Fund* was established by a bequest of James H. Oppenheimer in honor of his daughter, Jane M. Oppenheimer '32, William R. Kenan Jr. Professor Emeritus of Biology and History of Science. The Fund is to provide scholarships for students in the Department of Biology, with preference to be given to Jewish students. (1997)

*The Marie Hambalek Palm '70 Memorial Scholarship Fund* was established by the gifts of Gregory Palm and the family and friends of Marie Hambalek Palm '70, in her memory, to provide financial aid for undergraduates. (1998)

*The Florence Morse Palmer Scholarship* was founded in memory of Florence Morse Palmer by her daughter, Jean T. Palmer '24. (1954)



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*The Margaret Tyler Paul Scholarship* was established by the 40th reunion gift from the Class of 1922. (1963)

*The Fanny R. S. Peabody Scholarship Fund* was established by bequest of Fanny R. S. Peabody. The income from the Peabody Fund is awarded to students from the western states. (1942)

*The Delia Avery Perkins Scholarship* was established by bequest from Delia Avery Perkins '00. Mrs. Perkins was chairman of the New Jersey Scholarship Committee for a number of years. The income from this fund is to be awarded to freshman students from Northern New Jersey. (1965)

*The Ruth Peters '28 Endowed Scholarship* was established by a bequest of Mary Peters Fieser '30, in memory of her sister, Ruth Peters '28. The Fund is to be used for undergraduate scholarships. (1997)

*The Mary DeWitt Pettit Scholarship Fund* was established by a gift from the Class of 1928 to honor their classmate and is used for student scholarship aid. (1978)

*The Ethel C. Pfaff Scholarship Fund* was established by a bequest from Ethel C. Pfaff '04. The income from this Fund is to be awarded to entering freshmen. (1967)

*The Vinton Liddell Pickens '22 Scholarship Fund* was established by Cornelia Pickens Suhler '47 in memory of her mother. The Fund provides support to undergraduates, with preference to students majoring in Fine Arts or the Growth and Structure of Cities, or concentrating in Environmental Studies. (1995)

*The Mary H. Plaut '42 and Alice S. Plaut '08 Scholarship Fund* was established by a bequest of N. Michael Plaut in honor of his wife, Mary B. Hollis Plaut '42, and his mother, Alice S. Plaut '08. The Fund provides scholarships for undergraduates from New Hampshire, with preference to students from public schools in Cheshire County, New Hampshire. (1997)

*The Louise Hyman Pollak Scholarship* was founded by the Board of Trustees from a bequest by Louise Hyman Pollak '08. The income from this fund, which has been supplemented by gifts from the late Julian A. Pollak and his son, David Pollak, is awarded annually to an entering student from one of the central states, east of the Mississippi River. Preference is given to residents of Cincinnati. (1932)

*The Porter Scholarship Fund* was established by Carol Porter Carter '60 and her mother, Mrs. Paul W. Porter. The Fund supports a returning student by providing funds for books or living expenses. (1985)

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*The Anna M. Powers Memorial Scholarship* was founded in memory of Anna M. Powers by a gift from her daughter, Mrs. J. Campbell Harris. It is awarded annually to a senior. (1902)

*The Anna and Ethel Powers Memorial Scholarship* was established by a gift in memory of Anna Powers, Class of 1890, by her sister, Mrs. Charles Merrill Hough. The fund has been re-established in memory of both Anna Powers and her sister, Mrs. Hough (Ethel Powers), by Nancy Hough Smith '25. (1919)

*The Thomas H. Powers Memorial Scholarship* was founded in memory of Thomas H. Powers by bequest under the will of his daughter, Mrs. J. Campbell Harris. It is awarded annually to a senior. (1902)

*The Patricia A. Quinn Scholarship Fund* was established by Joseph J. Connolly in honor of his wife, Patricia Quinn Connolly '91. The Fund provides financial aid to an undergraduate student who has graduated from a high school of the Catholic Archdiocese of Philadelphia. The Quinn Scholarship can also be awarded to a student with financial need in the Katharine E. McBride Scholars Program, or to another non-traditional age student at the College, if in a given year no students meet the above criteria. (1991)

*The Caroline Remak Ramsay Scholarship Fund* was established with a gift from Caroline Remak Ramsay '25 to provide scholarship support for undergraduate students in the social sciences. (1992)

*The James E. Rhoads Memorial Scholarships* were founded in memory of the first president of the College, Dr. James E. Rhoads, by the Alumnae Association of Bryn Mawr College. The income is awarded annually to two students. The James E. Rhoads Memorial Junior Scholarship is awarded to a student who has attended Bryn Mawr for at least three semesters, has done excellent work and expresses her intention of fulfilling the requirements for the degree of Bachelor of Arts at the College. The James E. Rhoads Memorial Sophomore Scholarship is awarded to a student who has attended Bryn Mawr College for at least one semester and who also meets the above conditions. (1898)

*The Amelia Richards Scholarship* was founded in memory of Amelia Richards '18 by bequest of her mother, Mrs. Lucy P. Wilson. It is awarded annually by the trustees on the nomination of the president. (1921)

*The Maximilian and Reba E. Richter Scholarship Fund* was established by bequest of Max Richter, father of Helen Richter Elser '13. The income from this Fund is to be used to provide assistance for one or more students in obtaining either an academic or professional degree. The Fund shall be administered on a non-sectarian basis to such applicants as are deemed worthy by habits of character and scholarship. No promises of

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repayment shall be exacted, but it is hoped that students so benefited will desire, when possible, to contribute to the Fund in order that similar aid may be extended to others. Such students shall be selected from among the graduates of public high schools or public colleges in New York city. (1961)

*The Alice Mitchell Rivlin Scholarship Fund* was established through a gift from an anonymous donor in honor of Alice Mitchell Rivlin '52. The income from the Fund supports undergraduate scholarships. (1996)

*The Nancy Perry Robinson Memorial Scholarship Fund* was established by a gift from Mrs. Huston B. Almond of Philadelphia in memory of her godchild, Nancy Perry Robinson '45. The income of the Fund is to be awarded annually to an undergraduate student, with preference being given to a student majoring in French. (1973)

*The Marie L. Rose Huguenot Scholarship* makes \$1,000 a year available to students of Huguenot ancestry nominated by the College for award by The Huguenot Society of America. Special application forms are available from the College's Office of Financial Aid.

*The Margaret LaFoy Rossiter and Mabel Gibson LaFoy Fund* was established by Margaret LaFoy Rossiter, M.A. '38, Ph.D. '41 and her husband. The Fund provides scholarship support, with preference to women in the Graduate School of Arts and Sciences, and may be used to support able junior or senior undergraduates. (1994)

*The Edith Rondinella Rudolphy Memorial Scholarship Fund* was established by a bequest of Elisabeth L. Rondinella in memory of her daughter Edith Rondinella Rudolphy '19. The income from the Fund is to be used for the lodging, board and tuition of deserving students. (1992)

*The Ruth L. Sampter Fund* was established by the bequest of Ruth L. Sampter to support deserving students in the Department of English, especially those with an interest in poetry. (1989)

*The Serena Hand Savage Memorial Scholarship* was established in memory of Serena Hand Savage '22 by her friends. It is awarded to a member of the junior class who shows great distinction of scholarship and character. This scholarship may be renewed in the senior year. (1951)

*The J. Henry Scattergood Scholarship Fund* was established by a gift from the Friends' Freedmen's Association to be used for undergraduate scholarships for African-American students. (1975)

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*The Constance Schaar Scholarship Fund* was established by the parents and friends of Constance Schaar '63. The Class of 1963 added their first reunion gift to this Fund. (1964)

*The Scholarship Endowment Fund* was established by a gift from Constance E. Flint to support undergraduate scholarships. (1970)

*The Zella Boynton Selden Scholarship Fund* was established in memory of Zella B. Selden '20 in recognition of her many years of devoted work with the New York and Southern Connecticut Regional Scholarship Committee. (1976)

*The Judith Harris Selig Scholarship Fund* was established in memory of Judith Harris Selig '57 by members of her family, classmates and friends. In 1970 the Fund was increased by a further gift from her parents, Dr. and Mrs. Herman S. Harris. (1968)

*The Mary Williams Sherman Memorial Scholarship Fund* was established by bequest of Bertha Williams of Princeton, New Jersey. (1942)

*The Frances Marion Simpson Scholarships*, carrying up to full tuition and tenable for four years, were founded in memory of Frances Simpson Pfahler '06 by Justice Alexander Simpson Jr. One scholarship is awarded each year to a member of the entering freshman class. In awarding these scholarships preference is given first to residents of Philadelphia and Montgomery Counties, who have been prepared in the public schools of these counties; thereafter, under the same conditions, to residents to other counties of Pennsylvania and, in special cases, to candidates from other localities. Holders of these scholarships are expected to repay the sums advanced to them. (1912)

*The Lillian Seidler Slaff Scholarship Fund* was established in memory of Lillian Seidler Slaff '40 to provide an award to a member of the junior class for outstanding work in the social sciences. (1980)

*The Gertrude Slaughter Scholarship Fund* was established by bequest of Gertrude Taylor Slaughter, Class of 1893. The income on this Fund is to be awarded preferably to students of Greek or Latin. (1964)

*The Anna Margaret Sloan and Mary Sloan Scholarships* were founded by bequest of Mary Sloan of Pittsburgh. The income is awarded annually to students majoring in philosophy or psychology. (1942)

*The Smalley Foundation Scholarship* is made possible by a grant from The Smalley Foundation, awarded in honor of Elisa Dearhouse Doyle '85 to provide an annual scholarship for an undergraduate. (1995)



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*The W. W. Smith Scholar Grants* are made possible by the W. W. Smith Charitable Trust. The scholarships are awarded to needy, full-time undergraduate students in good academic standing, and may be awarded to the same student for two or more years. (1978)

*The Cordelia Clark Sowden Scholarship Fund* was established by a bequest from Helen C. Sowden. (1957)

*The C. V. Starr Scholarship Fund* was established by a grant from the Starr Foundation to provide scholarship support with preference to undergraduate students. (1988)

*The Marian Frances Statler Fund* was established by bequest of Ellsworth Morgan Statler in honor of his sister Marian Frances Statler '02. The income from this Fund supports undergraduate scholarships. (1988)

*The Amy Sussman Steinhart Scholarship*, carrying full tuition, was founded in memory of Amy Sussman Steinhart '02 by her family and friends. The income is awarded annually to an entering student from one of the states on the west coast. (1932)

*The Mary E. Stevens Scholarship Fund* was given in memory of Mary E. Stevens by former pupils of the Stevens School in Germantown. The scholarship is awarded annually to a junior. (1897)

*The Anna Lord Strauss Scholarship and Fellowship Fund* was established by a gift from Anna Lord Strauss to support graduate and undergraduate students who are interested in fields leading to public service or which involve education in the process of government. (1976)

*The Summerfield Foundation Scholarship* was established by a gift from the Solon E. Summerfield Foundation. The income from this fund is to be used to assist able students who need financial help to continue their studies. (1958)

*The Mary Hamilton Swindler Scholarship* for the study of archaeology was established in honor of Mary Hamilton Swindler, Professor of Classical Archaeology from 1931 to 1949, by a group of friends and former students. (1950)

*The Elizabeth P. Taylor Scholarship Fund* was established by a bequest from Elizabeth P. Taylor '21. (1960)

*The Marion B. Tinaglia Scholarship Fund* was established by a gift from John J. Tinaglia in memory of his wife, Edith Marion Brunt Tinaglia '45. (1983)

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*The Ethel Vick Wallace Townsend Memorial Fund* was established by Elbert S. Townsend in memory of his wife, Ethel Vick Wallace Townsend '08. The income from this Fund, held by the Buffalo Foundation, is to be used for undergraduate scholarships. (1967)

*The Kate Wendell Townsend Memorial Scholarship* was established by a bequest from Katharine W. Sisson '20 in memory of her mother. The income is to be awarded annually to an undergraduate, preferably from New England, who has made a definite contribution to the life of the College in some way besides scholastic attainment. (1978)

*The Hope Wearn Troxell Memorial Scholarship* was established by the Bryn Mawr Club of Southern California in memory of Hope Wearn Troxell '46. The income from this Fund is to be used for undergraduate scholarships with preference to be given to students from Southern California. (1998)

*The Ruth Peckham Tubby Scholarship Fund* was established by Ruth Peckham Tubby '24 and her mother, Mary P. Tubby, for undergraduate scholarships. This Fund gives preference to the daughters of members of the Armed Forces of the United States of America, whether active or retired. (1997)

*The Florence Green Turner Scholarship Fund* was established by Florence Green Turner '26 for scholarship support for needy students. (1991)

*The Anne Hawks Vaux Scholarship Fund* was founded in her memory by her husband, George Vaux, and added to by some of her friends. The income is to be awarded annually to a student in need of financial aid. (1979)

*The Elizabeth Gray Vining Scholarship Fund* was established by gifts from over 100 alumnae and friends of the College in Japan in honor of Elizabeth Vining '23, former tutor to the Crown Prince. The purpose of this Fund is to support Bryn Mawr alumnae, graduate students or faculty members who desire to do academic research in Japan or to have direct contact with Japanese culture. (1973)

*The Mildred and Carl Otto von Kienbusch Fund* was established by bequest of C. Otto von Kienbusch. (1976)

*The Mildred Clarke Pressinger von Kienbusch Fund* was established by C. Otto von Kienbusch in memory of his wife, Mildred Clarke Pressinger von Kienbusch, Class of 1909. (1968)

*The Mary E. G. Waddell Scholarship Fund* was established by a bequest from the estate of Mary E. G. Waddell. The income from this Fund is to be used for scholarships for

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undergraduates and graduate students interested in the study of mathematics who are daughters of American citizens of Canadian descent. (1972)

*The Julia Ward Scholarship Fund* was established by a gift for a scholarship in memory of Julia Ward '23 by one of her friends and by additional gifts from others. The income is to be used for undergraduate scholarships. (1963)

*The Eliza Jane Watson Scholarship Fund* was established by gifts from the John Jay and Eliza Jane Watson Foundation. The income from this Fund is to be used to assist one or more students to meet the cost of tuition. (1964)

*The Elizabeth Wilson White Memorial Scholarship* was founded in memory of Elizabeth Wilson White by a gift from Thomas Raeburn White. It is awarded annually by the president. (1923)

*The Susan Opstad White '58 Scholarship Fund* was established by Mrs. Raymond Opstad in honor of her daughter, Susan Opstad White '58. The Scholarship is awarded annually to a deserving student in need of financial help. (1987)

*The Thomas Raeburn White Scholarships* were established by Amos and Dorothy Peaslee in honor of Thomas Raeburn White, trustee of the College from 1907 until his death in 1959, counsel to the College throughout these years, and president of the trustees from 1956 to 1959. The income from the fund is to be used for prizes to undergraduate students who plan to study foreign languages abroad during the summer under the auspices of an approved program. (1964)

*The Ruth Whittredge '25 Scholarship Fund* was established by Ruth Whittredge '25 to provide financial aid to students, with preference given to graduate students. (1986)

*The Anita McCarter Wilbur Scholarship Fund* was established by a bequest of Anita McCarter Wilbur '43, A.B. '83 for scholarship support. (1996)

*The Mary R. G. Williams Scholarship Fund* was established by a bequest of Mary R. G. Williams. The income is used for emergency grants to women who are paying their way through college. (1958)

*The Mary Peabody Williamson Scholarship* was founded by bequest of Mary Peabody Williamson '03. (1939)

*The Rebecca Winsor Evans and Ellen Winsor Memorial Scholarship Funds* were established by a bequest of Rebecca Winsor Evans and Ellen Winsor for resident African-American students. (1959)

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*The Marion H. Curtin Winsor Memorial Scholarship* was established by a bequest of Mary Winsor in memory of her mother. The income on this fund is to be awarded to a resident African-American student. (1959)

*The Mary Winsor Scholarship in Archaeology* was established by a bequest under the will of Mary Winsor. (1959)

*The Allegra Woodworth '25 Scholarship Fund* was established by Mary Katharine Woodworth '24 in memory of her sister. A bequest from Mary Woodworth increased the size of the Fund and expanded its purpose in 1989. The Scholarship is to be awarded annually to a student with a compelling interest in history and world affairs, history of art, or English literature. (1990)

*The Mary K. Woodworth '24 and Allegra Woodworth '25 Scholarship Fund* was established by a bequest of Mary Katharine Woodworth '24. The scholarship is awarded annually to a student with a compelling interest in history and world affairs, history of art, or English literature. (1989)

*The Gertrude Miller Wright Scholarships* were established under the will of Dorothy M. Wright '31 for needy students of Bryn Mawr College. (1972)

*The Lila M. Wright Memorial Scholarship* was founded in her memory by gifts from the alumnae of Miss Wright's School of Bryn Mawr. (1934)

*The Margaret W. Wright and S. Eric Wright Scholarship Fund* was established by a bequest from the estate of Margaret White Wright '43. The Fund provides financial aid to needy students of Quaker lineage. (1985)

*The Georgie W. Yeatman Scholarship* was founded by bequest under the will of Georgie W. Yeatman of Philadelphia. (1941)

## SCHOLARSHIPS FOR INTERNATIONAL STUDENTS

*The Frances Porcher Bowles Memorial Scholarship Fund* was established by donations from various contributors in memory of Frances Porcher Bowles '36. The income is used for scholarship aid to foreign students. (1985)

*The Bryn Mawr/Africa Exchange Fund* is an anonymous donation given to support scholarship aid to African students in the undergraduate College or graduate school of Bryn Mawr, for study and research in Africa by Bryn Mawr faculty and students, for lectures or lectureships at Bryn Mawr by visiting African scholars, statesmen, and artists, and for library and teaching materials for African studies at Bryn Mawr. (1973)



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*The Bryn Mawr Canadian Scholarship* is raised and awarded each year by Bryn Mawr alumnae living in Canada. The Scholarship, varying in amount, is awarded to a Canadian student entering either the undergraduate College or graduate school. (1965)

*The Chinese Scholarship* comes, in part, from the annual income of a fund established by a group of alumnae and friends of the College in order to meet all or part of the expenses of a Chinese student during her four undergraduate years at Bryn Mawr College. (1978)

*The Lois Sherman Chope Scholarship Fund* was established by Lois Sherman Chope '49 with a gift made through the Chope Foundation. The purpose of the Fund is to provide undergraduate scholarship support for international students. (1992)

*The Elizabeth Dodge Clarke Scholarship Fund* was established by the Cleveland H. Dodge Foundation for support of international students. (1984)

*The Barbara Cooley McNamee Dudley Scholarship Fund* was established by a gift from Robin Krivanek, sister of Barbara Cooley McNamee Dudley '42, for financial aid to undergraduate and graduate students from foreign countries. (1983)

*The Marguerite N. Farley Scholarships* for foreign students were established by bequest of Marguerite N. Farley. The income from the fund is used for scholarships for foreign graduate and undergraduate students covering part or all of their expenses for tuition and residence. (1956)

*The Susan Grimes Walker Fitzgerald Fund* was established by a gift from Susan Fitzgerald '29 in honor of her mother, Susan Grimes Walker Fitzgerald, Class of 1893. It is to be used for foreign graduate and undergraduate students studying at Bryn Mawr or for Bryn Mawr students doing research abroad in the summer or during the academic year. (1975)

*The Margaret Y. Kent Scholarship Fund* was established by bequest of Margaret Y. Kent '08. It is to be used to provide scholarship assistance to foreign students. (1976)

*The Lora Tong Lee Memorial Scholarship* is awarded annually by the Lee Foundation, Singapore, to a Chinese student for tuition, room and board, in memory of Lora Tong Lee, M.A. '44. (1975)

*The Middle East Scholarship Fund* was established by a gift from Eliza Cope Harrison '58. The purpose of the Fund is to enable the College "to make scholarship awards to able students from a number of Middle Eastern Countries." (1975)

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*The Mrs. Wistar Morris Japanese Scholarship* was established when the Japanese Scholarship Committee of Philadelphia, founded in 1893, turned over its assets to Bryn Mawr College. The income from this fund is to be used for scholarships for Japanese women. (1978)

*The Special Trustee's Scholarship* is awarded every four years to a foreign student. It carries free tuition and is tenable for four years. The Scholarship for students from foreign countries was first offered by the trustees in 1940.

*The Harris and Clare Wofford International Fund* is an endowed fund, the income only to be used to support the College's international activities, with emphasis on providing scholarships for international students at Bryn Mawr. (1978)

## PRIZES AND ACADEMIC AWARDS

The following awards, fellowships, scholarships and prizes are awarded by the faculty and are given solely on the basis of academic distinction and achievement.

*The Academy of American Poets Prize* of \$100, awarded in memory of Marie Bullock, the Academy's founder and president, is given each year to the student who submits to the Department of English the best poem or group of poems. The award was first made in 1957.

*The Seymour Adelman Book Collector's Award* is given each year to a student for a prize-winning collection on any subject, single author or group of authors, and may include manuscripts and graphics. (1980)

*The Seymour Adelman Poetry Award* was established by Daniel and Joanna Semel Rose, Class of 1952, to provide an award in honor of Seymour Adelman. The award is designed to stimulate further interest in poetry at Bryn Mawr. Any member of the Bryn Mawr community – undergraduate or graduate student, staff or faculty member – is eligible for consideration. The grant may be awarded to fund research in the history or analysis of a poet or poem, to encourage the study of poetry in interdisciplinary contexts, to support the writing of poetry or to recognize a particularly important piece of poetic writing. (1985)

*The Horace Alwyne Prize* was established by the Friends of Music of Bryn Mawr College in honor of Horace Alwyne, Professor Emeritus of Music. The award is presented annually to the student who has contributed the most to the musical life of the College. (1970)

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*The Bain-Swiggett Poetry Prize* was established by a gift of Mr. and Mrs. Glen Levin Swiggett. This Prize is to be awarded by a committee of the faculty on the basis of the work submitted. (1958)

*The Berle Memorial Prize Fund in German Literature* was established by Lillian Berle Dare in memory of her parents, Adam and Katharina Berle. The income from the Fund is awarded annually to an undergraduate for excellence in German literature. Preference is given to a senior who is majoring in German and who does not come from a German background. (1975)

*The Bolton Prize* was established by the Bolton Foundation as an award for students majoring in the Growth and Structure of Cities. (1985)

*The Bryn Mawr European Fellowship* has been awarded each year since the first class graduated in 1889. It is given for merit to a member of the graduating class, to be applied toward the expenses of one year's study at a foreign university.

*The Commonwealth Africa Scholarship* was established by a grant from the Thorncroft Fund Inc. at the request of Helen and Geoffrey de Freitas. The income from this fund is used to send, for at least six months, a graduate to a university or college in Commonwealth Africa or a former British colony in Africa, to teach or to study, with a view to contributing to mutual understanding and the furtherance of scholarship. In 1994, the description of the Scholarship was changed to include support for current undergraduates. (1965)

*The Robert L. Conner Undergraduate Fellowship Fund* was established to provide an undergraduate biology fellowship for summer independent research in memory of Professor of Biology Robert L. Conner. (1991)

*The Hester Ann Corner Prize* for distinction in literature was established in memory of Hester Ann Corner, Class of 1942, by gifts from her family, classmates and friends. The award is made biannually to a junior or senior on the recommendation of a committee composed of the chairs of the Departments of English and of Classical and Modern Foreign Languages. (1950)

*The Katherine Fullerton Gerould Memorial Prize* was founded by a gift from a group of alumnae, many of whom were students of Mrs. Gerould when she taught at Bryn Mawr from 1901 to 1910. The fund was increased by a bequest of one of her former students. It is awarded by a special committee to a student who shows evidence of creative ability in the fields of informal essay, short story and longer narrative or verse. (1946)

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*The Elizabeth Duane Gillespie Fund for Scholarships in American History* was founded by a gift from the National Society of Colonial Dames of America in the Commonwealth of Pennsylvania in memory of Elizabeth Duane Gillespie. Two prizes are awarded annually on nomination by the Department of History, one to a member of the sophomore or junior class for work of distinction in American history, a second to a student doing advanced work in American history for an essay written in connection with that work. The income from this Fund has been supplemented since 1955 by annual gifts from the Society. (1903)

*The Maria L. Eastman Brooke Hall Memorial Scholarship* was founded in memory of Maria L. Eastman, principal of Brooke Hall School for Girls, Media, Pennsylvania, by gifts from the alumnae and former pupils of the school. It is awarded annually to the member of the junior class with the highest general average and is held during the senior year. Transfer students who enter Bryn Mawr as members of the junior class are not eligible for this award. (1901)

*The Charles S. Hinchman Memorial Scholarship* was founded in the memory of the late Charles S. Hinchman of Philadelphia by a gift made by his family. It is awarded annually to a member of the junior class for work of special excellence in her major subjects and is held during the senior year. (1921)

*The Sarah Stifler Jesup Fund* was established in memory of Sarah Stifler Jesup, Class of 1956, by gifts from New York alumnae, as well as family and friends. The income is to be awarded annually to one or more undergraduate students to further a special interest, project or career goal during term time or vacation. (1978)

*The Pauline Jones Prize* was established by friends, students and colleagues of Pauline Jones, Class of 1935. The Prize is awarded to the student writing the best essay in French, preferably on poetry. (1985)

*The Anna Lerah Keys Memorial Prize* was established by friends and relatives in memory of Anna Lerah Keys, Class of 1979. The Prize is awarded to an undergraduate majoring in classical and Near Eastern archaeology. (1984)

*The Sheelah Kilroy Memorial Scholarships in English* were founded in memory of their daughter Sheelah by Dr. and Mrs. Phillip Kilroy. These prizes are awarded annually on the recommendation of the Department of English to a student for excellence of work in second-year or advanced courses in English. (1919)

*The Helen Taft Manning Essay Prize in History* was established in honor of Helen Taft Manning, in the year of her retirement, by her class (1915). The income is to be awarded as the Department of History may determine. (1957)



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*The McPherson Fund for Excellence* was established through the generous response of alumnae/i, friends, and faculty and staff members of the College to an appeal issued in the fall of 1996. The Fund honors the achievements of President Emeritus Mary Patterson McPherson by providing support for fellowships for outstanding faculty members, staff members, and graduate and undergraduate students. (1997)

*The Nadia Anne Mirel Memorial Fund* was established by the family and friends of Nadia Anne Mirel '85. The Fund supports the research or travel of students undertaking imaginative projects in the following areas: children's educational television; children's educational film and video; and photography. (1986)

*The Martha Barber Montgomery Fund* was established by Martha Barber Montgomery '49, her family and friends to enable students majoring in the humanities, with preference to those studying philosophy and/or history, to undertake special projects. The Fund may be used, for example, to support student research and travel needs, or an internship in a non-profit or research setting. (1993)

*The Elisabeth Packard Art and Archaeology Internship Fund* was established by Elisabeth Packard '29 to provide stipend and travel support to enable students majoring in History of Art or Classical and Near Eastern Archaeology to hold museum internships, conduct research or participate in archaeological digs. (1993)

*The Alexandra Peschka Prize* was established in memory of Alexandra Peschka '64 by gifts from her family and friends. The Prize of \$100 is awarded annually to a member of the freshman or sophomore class and writer of the best piece of imaginative writing in prose. The award is made by a committee of the Department of English, which consults the terms stated in the deed of gift. (1969)

*The Jeanne Quistgaard Memorial Prize* was given by the Class of 1938 in memory of their classmate, Jeanne Quistgaard. The income from this fund may be awarded annually to a student in economics. (1938)

*The Laura Estabrook Romine '39 Fellowship in Economics* was established by a gift from David E. Romine, to fulfill the wish of his late brother, John Ransel Romine III, to establish a fund in honor of their mother, Laura Estabrook Romine '39. The fund is to be awarded annually to a graduating senior or alumna, regardless of undergraduate major, who is enrolling in a graduate program in economics the following fall. It is to be awarded to a student interested in pursuing a doctorate in economics and is to be used for expenses during the first year of graduate school. (1996)

*The Barbara Rubin Award Fund* was established by the Amicus Foundation in memory of Barbara Rubin '47. The Fund provides summer support for students undertaking

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internships in non-profit or research settings appropriate to their career goals, or study abroad. (1989)

*The Gail Ann Schweiter Prize Fund* was established in memory of Gail Ann Schweiter '79 by her family. The Prize is to be awarded to a science or mathematics major in her junior or senior year who has shown excellence both in her major field and in musical performance. To be considered for the Prize, a student must have participated in at least one public performance of classical music while at Bryn Mawr. (1993)

*The Charlotte Angas Scott Prize in Mathematics* is awarded annually to an undergraduate on the recommendation of the Department of Mathematics. It was established by an anonymous gift in memory of Charlotte Angas Scott, professor of mathematics and a member of the faculty of Bryn Mawr College from 1885 to 1924. (1960)

*The Elizabeth S. Shippen Scholarships* were founded by two bequests under the will of Elizabeth S. Shippen of Philadelphia. Three prizes are awarded annually, one to the member of the senior class who receives the Bryn Mawr European Fellowship and two to members of the junior class, as follows: 1. The Shippen Scholarship in Science to a student whose major subject is biology, chemistry, geology or physics; 2. The Shippen Scholarship in Foreign Languages to a student whose major subject is French, German, Greek, Italian, Latin, Russian or Spanish. To be eligible for either of these two scholarships a student must have completed at least one semester of the second-year course in her major subject. Neither may be held by the winner of the Charles S. Hinchman Memorial Scholarship. Work in elementary courses will not be considered in awarding the scholarship in foreign languages; 3. The Shippen Scholarship for Foreign Study. See the Bryn Mawr European Fellowship above. (1915)

*The Gertrude Slaughter Fellowship* was established by a bequest of Gertrude Taylor Slaughter, Class of 1893. The fellowship is to be awarded to a member of the graduating class for excellence in scholarship to be used for a year's study in the United States or abroad. (1964)

*The W. W. Smith Scholarship Prize* is made possible by a grant from the W. W. Smith Charitable Trust for financial aid support for past W. W. Smith Scholarship recipients who have shown academic excellence and are beginning their senior year. (1986)

*The Ariadne Solter Fund* was established in memory of Ariadne Solter '91 by gifts from family and friends to provide an annual award to a Bryn Mawr or Haverford undergraduate working on a project concerning development in a third world country or the United States. (1989)

*The Katherine Stains Prize Fund in Classical Literature* was established by Katherine Stains in memory of her parents, Arthur and Katheryn Stains, and in honor of two

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excellent 20th-century scholars of classical literature, Richmond Lattimore and Moses Hadas. The income from the Fund is to be awarded annually as a prize to an undergraduate student for excellence in Greek literature, either in the original or in translation. (1969)

*The M. Carey Thomas Essay Prize* is awarded annually to a member of the senior class for distinction in writing. The award is made by the Department of English for either creative or critical writing. It was established in memory of Miss Thomas by her niece, Millicent Carey McIntosh '20. (1943)

*The Emma Osborn Thompson Prize in Geology* was established by a bequest of Emma Osborn Thompson '04. From the income of the bequest, a prize is to be awarded from time to time to a student in geology. (1963)

*The Laura van Straaten Fund* was established by Thomas van Straaten and his daughter, Laura van Straaten '90, in honor of Laura's graduation. The fund supports a summer internship for a student working to advance the causes of civil rights, women's rights or reproductive rights. (1990)

*The Carlos Nathaniel Vicens and María Teresa Joglar de Vicens Fund* was established by Aurora Vicens '85 and María Teresa Vicens '84 in memory of their parents. The Fund provides undergraduates with summer research support in the sciences. (1995)

*The Anne Kirschbaum Winkelman Prize*, established by the children of Anne Kirschbaum Winkelman '48, is awarded annually to the student judged to have submitted the most outstanding short story. (1987)

*The Esther Walker Award* was founded by a bequest from William John Walker in memory of his sister, Esther Walker '10. It may be given annually to a member of the senior class who, in the judgment of the faculty, has displayed the greatest proficiency in the study of living conditions of northern African Americans. (1940)

*The Anna Pell Wheeler Prize in Mathematics* is awarded annually to an undergraduate on the recommendation of the Department of Mathematics. It was established by an anonymous gift in honor of Anna Pell Wheeler, professor emeritus of mathematics and a member of the faculty of Bryn Mawr College from 1918 until her death in 1966. (1960)

## SCHOLARSHIPS FOR MEDICAL STUDY

The following scholarships may be awarded to seniors intending to study medicine, after their acceptance by a medical school, or to graduates of Bryn Mawr intending or continuing to pursue a medical education. Applications for the scholarship should be

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made to the premedical adviser before March 15 preceding the academic year in which the scholarship is to be held. Applications for renewal of scholarships must be accompanied by letters of recommendation from instructors in the medical school.

*The Linda B. Lange Fund* was founded by bequest of \$30,000 under the will of Linda B. Lange '03. The income from this fund provides the Anna Howard Shaw Scholarship in Medicine and Public Health, awarded on recommendation of the president and faculty to a member of the graduating class or a graduate of the College for the pursuit, during an uninterrupted succession of years, of studies leading to the degrees of M.D. and Doctor of Public Health. The award may be continued until the degrees are obtained. (1948)

*The Hannah E. Longshore Memorial Medical Scholarship* was founded by Mrs. Rudolf Blankenburg in memory of her mother by a gift of \$10,000. The Scholarship is awarded by a committee of the faculty to a student who has been accepted by a medical school. It may be renewed for each year of medical study. (1921)

*The Jane V. Myers Medical Scholarship Fund of \$10,000* was established by Mrs. Rudolf Blankenburg in memory of her aunt. The Scholarship is awarded by a committee of the faculty to a student who has been accepted by a medical school. It may be renewed for each year of medical study. (1921)

*The Harriet Judd Sartain Memorial Scholarship Fund* was founded by bequest of \$21,033 under the will of Paul J. Sartain. The income from the Fund is to establish a scholarship which is awarded to a member of the graduating class who, in the judgment of the faculty, needs and is deserving of assistance for the study of medicine. The Scholarship may be continued for the duration of her medical course. (1948)





## LOAN FUNDS

# Loan Funds

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Bryn Mawr College administers two kinds of loan programs. The first consists of Federal Loan Funds and the second includes three funds established through the generosity of alumnae and friends of the College. Detailed information about Federal Loan Funds is available in the Financial Aid Office. A student must submit the Free Application for Federal Student Aid (FAFSA) to be considered for federal loans.

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## Federal Loans

*The Federal Stafford Student Loan Program* enables students who are enrolled at least half-time to borrow from eligible lenders at a low interest rate to help meet educational expenses. First-time borrowers are encouraged to secure loans through a Pennsylvania bank. A dependent undergraduate student may borrow up to \$5,500 per year depending on her year in college and her financial eligibility. Repayment begins six months after the student is no longer enrolled at least half-time at an accredited institution. The interest rate is variable but will not exceed 8.25 percent. The government will pay this interest until the repayment period begins, if the student meets financial eligibility requirements.

*The Perkins Loan Program* is administered by the College from allocated federal funds. Eligibility for a Perkins Loan is determined through a federal needs test. The five percent interest rate and repayment of the loan begin six months after the student has completed her education. No interest accrues on the loan until repayment begins. Cancellation and deferment of loan payments are possible under certain circumstances, which are detailed in the loan promissory note.

An undergraduate student may borrow up to \$4,000 per year. There is an aggregate maximum of \$20,000 if the student has completed two academic years and is pursuing a bachelor's degree.

## College Loans

*The Students' Loan Fund of the Alumnae Association of Bryn Mawr College* was founded by the Class of 1890 to provide emergency funds for undergraduate and graduate students. No more than \$1,000 may be borrowed by a student in any one year; the total for four years must not exceed \$3,000. Students who wish loans may obtain the application from the Alumnae Association. All students are eligible for loans from this fund, whether or not they are already receiving financial aid from the College.

While the student is in college, no interest is charged, and she may reduce the principal of the loan if she so desires. After the student leaves Bryn Mawr, the interest rate is pegged to the prime rate. The entire principal must be repaid within five years of the time the student leaves the College at the rate of 20 percent each year. Principal payments can be deferred if the student enrolls in graduate or professional school, although interest payments must be made.

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*The Gerard and Mary Hill Swope Loan Fund* was established in 1945 under the following conditions:

- a. Loans are awarded by the Committee on Undergraduate Financial Aid.
- b. Repayment of the principal and interest (eight percent rate) begins one year after the student graduates (or withdraws) from the College.

*The Clareth Fund* was established in 1971 by a bequest to the College from the estate of Ethel S. Weil. The income is to be used only for students "specializing in economics or business."





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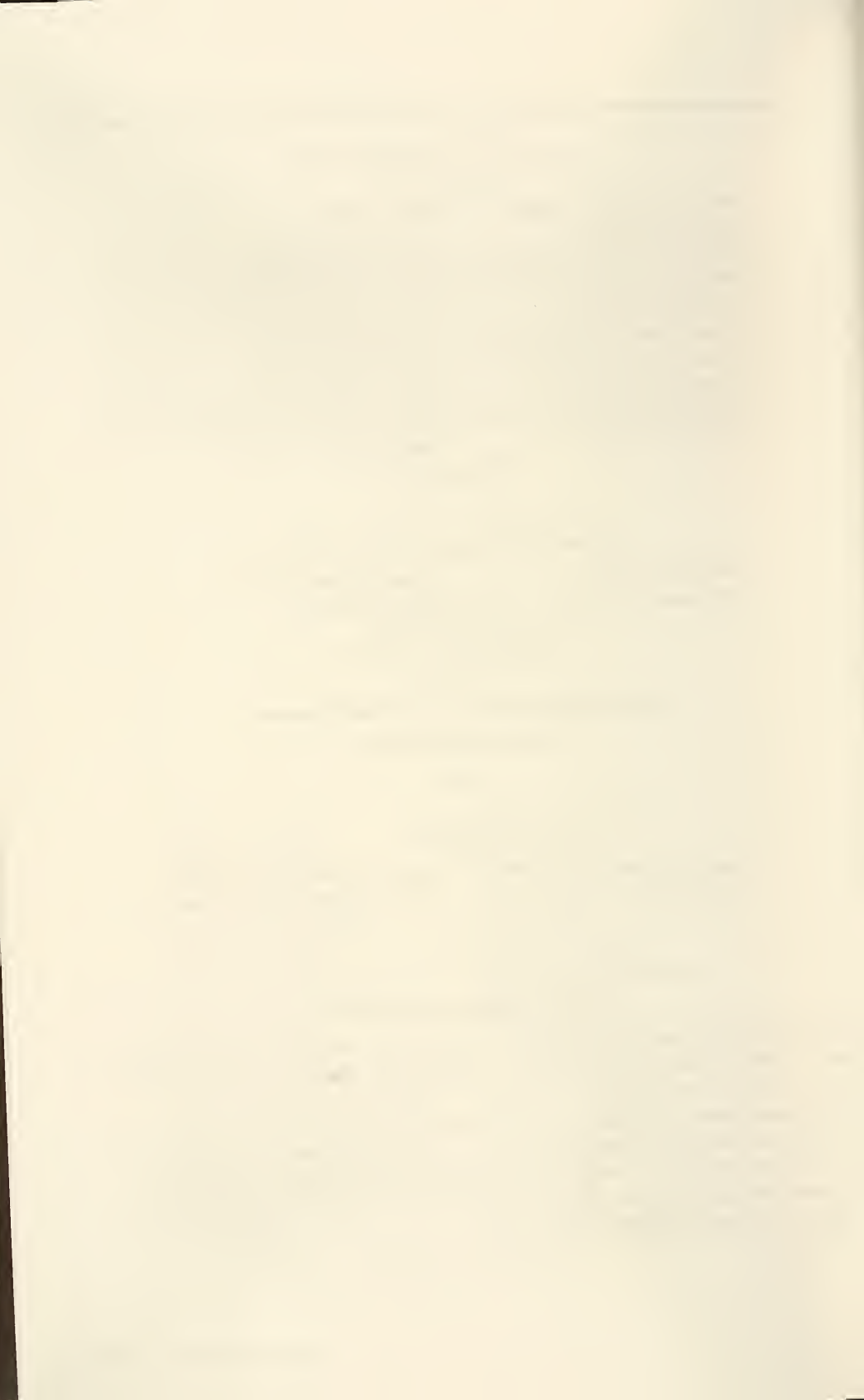
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*Doreen C. Spitzer Professor of Classical Studies and Latin*



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- James C. Wright, Ph.D. (Bryn Mawr College),  
*Professor of Classical and Near Eastern Archaeology*

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*in Political Economics*

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*Assistant Professor in the Growth and Structure of Cities Program*
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*Assistant Professor of Biology on the Clowes Professorship in  
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*Assistant Professor of East Asian Studies on the Jye-Chu Lectureship*
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- Jody Cohen, Ph.D. (University of Pennsylvania),  
*Lecturer in Teacher Education and College Seminar Program*
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*Senior Program Coordinator and Instructor in Mathematics*
- Roseline Cousin, Ph.D. (Bryn Mawr College),  
*Senior Lecturer in French*
- Anne F. Dalke, Ph.D. (University of Pennsylvania),  
*Senior Lecturer in English*



- 
- Janet Doner, Ph.D. (University of Pennsylvania),  
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- Stephen L. Gardiner, Ph.D. (University of North Carolina),  
*Senior Laboratory Lecturer in Biology*
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*Senior Lecturer and Designer/Technical Director of Theater*
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